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CREE LANGUAGE AND CULTURE KINDERGARTEN TO GRADE 12

PHILOSOPHY

"Our way is a valid way of seeing the world."
– Western Canadian Protocol Aboriginal Languages Working Group

"Our tepees were round like the nests of birds ... the nations hoop, a nest of many nests where the Great Spirit meant for us to hatch our children."
– Black Elk, Oglala Sioux Holy Man

ELDER AND COMMITTEE ADVISORS

The contents of this program of studies are drawn from the wisdom and ideas of countless Elders—past and present—Cree educators whose words enlightened and challenged both in person and in writing, and who are struggling with issues of language loss and language revitalization. In particular, the Cree Language and Culture Kindergarten to Grade 12 Program Development Committee is indebted to the following Elders who agreed to advise some of the developmental stages of this document:

- Alfred Bonaise
- Jenny Cardinal
- Joe P. Cardinal (deceased)
- Florestine Chowace
- Linda Oldpan
- Myron Paskamin
- Jerry Saddleback

The following individuals were also involved, in various capacities, in the development of this program of studies:

- Janice Aubry
- Elise Auger
- Paul Beauregard
- Louise Berland
- Loretta Breland
- Norine Buffalo
- Rosalyn Bull
- Julia Cardinal
- Raymond Cardinal
- Mary Cardinal-Collins
- Laura Collins
- Susan Dion
- Edith Ellingboe
- Esther Giroux
- Rhoda Gladue
- Emily Hunter
- Bryant Johns
- Billy Joe Laboucan
- Donna Leask
- Lorna L'Hirondelle
- Willy Lightning
- Judy Louis
- Rita Marten
- Jutta McAdam
- Marjorie Memnook
- Velma Memnook
- Laurie Moyah
- Madeline Noskey
- Pauline Ominiyak

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- Marion Stone
- Josephine Thompson
- Connie Twin
- Stuart Wachowicz
- Joyce Wood
- Nora Yellowknee
- Gerald Young

on

VOICES OF THE ELDERS

The wisdom of the Elders is central to cultural learning according to Cree perspective. Elders are the "keepers of knowledge," and it is their guidance that Cree people seek as they strive for balance in their relationships with *Mâmawi Ohtâwîmâw* (the Creator), the natural world, other people and themselves.

The quotations in this section are intended to illustrate the vast wisdom of Aboriginal Elders as "keepers of knowledge" and as educators within a traditional system of learning. The Elders' comments are excerpted directly from *The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, June 2000; and they reflect a wide variety of oral and written sources. Alberta Learning acknowledges the necessity of guidance from the Elders if this program is truly to reflect Aboriginal perspective. Each community wishing to establish a language and culture program must turn to its own Elders for guidance. It is only with Elder support that Aboriginal language and culture programs can succeed in achieving the goal of language revitalization.

Aboriginal educators and Elders have envisioned an education for their children that strengthens and inspires by focusing on traditional wisdom. They have envisioned an education where the young people of today are helped in creating a peaceful balance within themselves, using Aboriginal "laws" as a guide. The "laws" that govern life are not laws in the literal and mechanistic sense. They are perspectives that can help young people to orient themselves positively as Aboriginal people while establishing or strengthening their personal identities. They are perspectives that enable Aboriginal people to live with integrity, regardless of the environment or circumstances in which they find themselves.

Most importantly for Aboriginal educators, these perspectives are supported with an abundance of time-tested learning resources in the form of oral traditions. Stories from the oral tradition have been used in formal classrooms in the past. They are recognized as valuable and integral learning resources, and they become more valuable as the perspectives they communicate are understood, recognized and accepted as legitimate.

The various forms, such as legends and stories, need to be understood as culturally significant and authentic. As an example, legends (*âtayohkewina*) are formalized in much the same way as essay writing is. There is a protocol for obtaining legends or stories from storytellers. In addition, there are various styles of stories, such as miraculous, humorous or historical.

Here, in their words, are Aboriginal voices that speak clearly and persuasively about the need for, and the right to, language and culture programs based on Aboriginal perspectives.

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Perspectives-based Culture and Language Education

The Aboriginal perspective is as useful today as it was in the past in helping people live with integrity, especially as people relocate into urban areas or away from kin.

"We came from a system of laws and relationships. The laws were the parameters of acceptable behaviour within each relationship. Our lifestyles have changed a lot but the necessity to survive with integrity is still with me. We must elevate our discussion in a way that we can identify the principles."

– Wes Fineday, Regina, Saskatchewan

"Business cannot be separated from the environment. The environment cannot be separated from government. Government cannot be separated from social and economic issues. People cannot be separated from all of the above. Perhaps it is time to recognize this and make efforts to reinstate a whole-life perspective in education."

– Patrick Kelly, Sto:lo Nation (1991, p. 145)

The Aboriginal perspective will guide young people in making choices that will prepare them for their future as capable adults; it will help them in understanding the value or purpose of things, or in making personal decisions; and it will help them to be empowered.

Language and culture are inseparable. Both are necessary to instill identity in its fullest sense.

"Language ... is not just a neutral instrument [for communication]. Rather, it shapes our very conceptualization of phenomena, such that some phenomena are not translatable into another language and some languages have no words for certain phenomena found in other cultures.... We Aboriginal people are forced to speak the foreign language of the English to convey a lot of our spirituality, our thought, our essence. Unfortunately, it is not adequate to the task. So, if people want to understand us and the things in which we take pride, they should learn our respective languages. I am proud of my Cree language and heritage."

– George Calliou, Cree, Sucker Creek, Alberta

Aboriginal Rights

There is a need and an inherent right to maintain the Aboriginal languages and cultures.

"Our kids are losing their identity. They don't know their history. My grandparents taught me the dangers, what to respect, etc. They told me to never forget where I came from. When our kids come out of school, who are they? Who do they belong to?"

– Roddy Blackjack, Little Salmon/Carmacks, Yukon Territory

Young people represent the future of our culture.

"We know that the world will be a much different place when our children become adults and take responsibility for our community. We must now decide what we want our children to know and what traditions to carry from our ancestors."

– Peigan Education Committee

The Aboriginal children will benefit from being taught the language and culture of their people.

"Indian parents have the right to directly influence the education of their children. This right, which was guaranteed through treaties, should never become a privilege."

– Alexis First Nation

Local Control

Past efforts have not been sufficient in stabilizing or revitalizing the Aboriginal languages and cultures.

"We now have a litany of what we have viewed as the one item that will save our languages. This one item is usually quickly replaced by another. For instance, some of us said, 'Let's get our languages into written form' and we did and still our Native American languages kept on dying.... Then we said, 'Let's develop culturally relevant materials' and we did and still our languages kept on dying. Then we said, 'Let's use language masters to teach our languages' and we did, and still our languages kept on dying.... 'Let's put our native language speakers on CD–ROM' .... Finally, someone will say, 'Let's flash-freeze the remaining speakers of our languages' ...."

– Richard E. Littlebear (Cantoni, 1996, pp. xiii–xiv)

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"In 1960 we started out by organizing ourselves to bring back our dances and songs. The young people are so willing to learn our ways. But I can't be out too much anymore. We are tired."

– Mary John, Prince George, British Columbia

"Some of those who are intent on learning the language feel frustrated at the lack of opportunity to use it, and find that they are not able to progress past a certain point without the chance for more language immersion experiences."

– Jan Hill, Mohawk (Freeman et al., 1995, p. 62)

Communities and schools must work together to strengthen the languages and cultures of the Aboriginal nations.

"To reverse this influence of English, families must retrieve their rightful position as the first teachers of our languages. They must talk our languages everyday, everywhere, with everyone, anywhere. But if they are going to relinquish this teaching responsibility to the schools then they must be supportive."

– Richard E. Littlebear (Cantoni, 1996, p. xiv)

Local communities must be the ones to create and control language and culture programs to suit their particular needs; e.g., language awareness packages designed for home use, promoting languages through the various media and encouraging fluent speakers in the service industry to use their Aboriginal language while interacting with their clientele.

"... the Aboriginal community must be the central decision maker in any initiative on Aboriginal language maintenance ... [and also] the support of the majority culture, and particularly policy makers, is essential in making Aboriginal language policies work."

– Barbara Burnaby (1996, p. 33)

"Over and over, people who have come to our communities to get information, go away and write up and interpret and when we see it, we don't recognize it. Which person? Which family? Which village was involved in developing the materials? We prefer our own way of learning."

– Mary John, Prince George, British Columbia

Colonization and Reconstruction

From the perspective of the Aboriginal people, the post-contact period is characterized as a time of great dislocation. Colonizing forces disrupted the fundamental relationships of Aboriginal people and disrupted their way of being in the world.

In the early contact period, the relationship between the European and Aboriginal populations was one of mutual respect. For example, the treaties were signed by two nations. The spirit and intent of the treaties as understood by the Aboriginal people was that language and culture would be respected.

However, the forces of contact caused great disharmony and dislocation by enforcing the *Indian Act* of 1876 and the subsequent amendments. One of the most detrimental policies stemming from the *Indian Act* was the prohibition of ceremonial practices, thus limiting language and cultural transmission. The ensuing effects almost destroyed Aboriginal values and cultural identity, and served as a catalyst to the erosion of Aboriginal languages.

Despite the effects of colonialism, the perspectives and values of Aboriginal people are maintained.

"My grandmother was a boarding school product and on my mother's side, my father went to the same boarding school that I went to.... Like it seems that we lost about three generations of teachings but it was easy for us to go back to our teachings."

– Maria Linklator, Cree, Thunderchild First Nation (Saskatchewan Indian Cultural Centre, http://www.sicc.sk.ca/cgi-bin/sicc/epage.pl?162)

Aboriginal people work to maintain their identity as nations within Canada.

"Our culture is very important to us. I believe that if we lose our language, our dances, our music, our tales handed down from generation to generation by our elders, we lose what our country is to us.... We must keep our language, our culture, and our land so that, even in Canada, we can still feel that we have our own country."

– Mary John (Moran, 1988, pp. 141–142)

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The mainstream culture has begun to explore, appreciate and apply Aboriginal perspectives for their inherent value.

"In labelling children as 'gifted' or 'not gifted,' rather than calling attention to their specific abilities, ... we begin thinking that children are naturally clustered into two well-defined groups, 'gifted' and 'non-gifted.' ...

"Cultural teachers in First Nations communities ... place a great deal of emphasis on spirituality—not to be confused with forms of organized religion! These teachers stress that each individual human has been designed by the Creator, and each of us has a specific purpose to fulfill on earth."

– John W. Friesen (1997, pp. 27–28)

Spirituality

Although the Elders strongly recommend that our connection to *Mâmawi Ohtâwîmâw* (the Creator) is interwoven throughout the program of studies, the developers and Elders themselves respect that individuals/teachers may not want to teach/promote this view. Above all, one's individual integrity is respected. Walter Linklator expressed this view when he said, "... we never force anybody because we are not supposed to do that. We just share and if that person wants to learn more then that person just keeps coming back to Elders to find out the importance of spiritual identity" (Saskatchewan Indian Cultural Centre, http://www.sicc.sk.ca/cgi-bin/sicc/epage.pl?161).

Laws of Relationship

"We use the circle as a means of teaching. It's not a straight line type of teaching that we use. With us, everything is connected and interconnected ..."

– Parent council member, Joe Duquette High School, Saskatoon, Saskatchewan (Haig-Brown et al., 1997, p. 96)

Our Relationship with the Natural World

People are not greater than the things in nature. The natural world has its own laws that must be respected if people are going to be sustained by it.

People are identified by the land they have historically inhabited and on which they have learned to survive.

Even today, it is necessary to live with the laws of nature and to feel a part of it.

"The time the Whiteman first came to this country, he saw there was a lot of land.... It was a beautiful land, a land that was here in order for us to make our living from it. This land provided us with things, gave us a good life and we were able to survive by all the resources available to us.... The Creator had placed them on the land for our use, and though they were taken, continues to protect us, which is why we were never completely destroyed and why we are still here today. If the Whiteman had a better understanding of what the land meant to us, he would have thought differently about us."

– John B. Tootoosis, Deceased, Poundmaker First Nation (Saskatchewan Indian Cultural Centre, http://www.sicc.sk.ca/cgi-bin/sicc/epage.pl?l)

Our Relationship with One Another

Agreement on rules enables cooperation and group strength that is greater than individual strength.

Identity comes from being in respectful relationships with others, particularly in the family/clan, community and nation.

"Some of our family members are living in urban areas. That's no excuse. Families can still keep in touch and they need to.... The responsibility for anyone with any problem lies with the family 'cause this is the way our people were historically, 'cause that's where the basic help was all the time, whatever you dealt with. If a problem went beyond the control of the family, then it expanded to the larger family, you know, discussions of that. Failing that, then there were advisory groups responsible to the Chief who those problems could be placed under and dealt with."

– Roy Haiyupis, Ahousaht (Nuu-chah-nulth, 1995, p. 172)

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Our Relationship with Ourselves

Each person is born sacred and complete.

"We must redefine and redevelop our profile of what our child is: He is not something to develop the economy. He is a spirit."

– Wes Fineday, Regina, Saskatchewan

Mâmawi Ohtâwîmâw (the Creator) has given each person the gift of a body and the choice to care for and use that body with respect.

Mâmawi Ohtâwîmâw (the Creator) has given each person the capacity and choice to learn.

"I had no schooling. When I was a kid, I used to watch people steadily. I would go to my Grandmother and she told me what rules to follow."

– Vernon Makokis, Saddle Lake, Alberta

"We never force anybody because we are not supposed to do that. We just share and if that person wants to learn more then that person just keeps coming back to Elders to find out the importance of spiritual identity. We have to try to be good all the time."

– Walter Linklator, Anishanabe, Thunderchild First Nation (Saskatchewan Indian Cultural Centre, http://www.sicc.sk.ca/cgi-bin/sicc/epage.pl?161)

"In our system of education, knowledge is earned. One learns to listen, like a human being who has the gift to hear what is said. We don't put knowledge in a person's head or hand. We give directions, not answers. We don't trap people into thinking answers are given from the outside. Answers come from the inside."

– Wes Fineday, Regina, Saskatchewan

"Here are some things for young people to use. Do what an Elder tells you and at the same time, develop your own understanding and follow that."

– Maggie Okanee, Born 1876, Deceased, Cree, Turtle Lake First Nation (Saskatchewan Indian Cultural Centre, http://www.sicc.sk.ca/cgi-bin/sicc/epage.pl?93)

Mâmawi Ohtâwîmâw (the Creator) has given each person talents or strengths to be discovered and the choice to develop and share the gifts.

"The people had carefully organized themselves according to their knowledge, wisdom and abilities.... The men had many abilities; some were canoe builders, carpenters, and weather predictors. Often each man possessed several abilities, which old people call 'gifts.'"

– Andrew Evans, Norway House, Manitoba (Apetagon, Vol. II, 1992, p. 8)

RATIONALE FOR LEARNING CREE (*NEHIYAWEWIN*)

Elders tell us that English is a "borrowed" language (*eh awîkawîyahk*), while Cree (*Nehiyawewin ekîmiy'kôwisiyahk*) is a gift of *Mâmawi Ohtâwîmâw* (the Creator). Elders are the keepers of the language and, consequently, of the beliefs and culture. Indeed, language and culture are inextricably woven.

The importance of learning Cree was made clear when the developers of this curriculum met with Elders Joe P. Cardinal, Jenny Cardinal, Linda Oldpan, Alfred Bonaise, Jerry Saddleback, Myron Paskamin and Florestine Chowace. Alfred Bonaise referred to the development of this curriculum as an example of keeping the "flame of language" alive. That flame, the Elders believe, has to be nurtured into a fire of language learning for students. Linda Oldpan, Joe Cardinal and Jenny Cardinal stressed that although this curriculum reflects an "urban perspective," the students need to somehow connect with Mother Earth and with their lands and families of origin. All of the Elders expressed the need for this curriculum to reflect the connection to *Mâmawi Ohtâwîmâw* (the Creator).

The importance of Cree language learning has also been expressed by Dr. Anne Anderson, who states in the forewords to her Métis Cree resource books that the way to a people's heart is through their language.

Over 80 000 people in Canada speak Cree. It is one of the most widely spoken languages in Canada in various dialects. There are also reservations in the United States of America that have Cree-speaking populations.

The value of learning Cree (*Nehiyawewin*), to Aboriginal and non-Aboriginal students, is enormous. It permits insights into a worldview of spiritual and natural dimensions. When one speaks the language, Elders and their wisdom become accessible. The learning of the Cree language also enhances one's self-esteem by strengthening cultural identity. Use of language is also the best means of transmitting culture to the next generation.

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"With the loss of our language, we lose everything.... We must keep our language. With it come the teachings of the old ones and it's the only thing that will preserve what is truly Indian.... Our future as a people doesn't look too good.... Tell the young people they must learn and keep their language...."

– Maggie Francheater, Sunchild Band (Alberta Education, 1990, p. vii)

This program of studies will give legitimate status to Cree as a viable language in First Nations and other Alberta schools.

NATURE OF THE CREE LANGUAGE

The Cree language, or *Nehiyawewin*, is one of many indigenous languages within the Algonkian family of languages. The Plains Cree "Y" dialect that is used in this program of studies is one of the five major dialects in Canada. Cree is a language of relationships—relationships to the Creator, to others (kinship) and to Mother Earth, which encompasses all living things. It is a rich and complex language because it relates to kinship, nature and spirituality.

The Roman orthography recommended for the instruction of Cree is the Pentland orthography, which is based on the Cree syllabics of standard orthography. The "Y" dialects of the Plains and Woodland Cree of Alberta use 14 English letters, of which 8 are consonants (c, k, m, n, p, s, t and h), 3 are short vowels (a, i, o), 4 are long vowels (a, i, o, e), and "w" and "y" are listed as semi-vowels. A sound variation occurs within the same dialect based on regional and cultural differences.

CONCEPTUAL MODEL

Two curriculum frameworks developed under the Western Canadian Protocol for Collaboration in Basic Education—*The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12*, June 2000, and *The Common Curriculum Framework for International Languages, Kindergarten to Grade 12*, June 2000—have provided guidance in the development of the Cree Language and Culture Kindergarten to Grade 12 Program of Studies.

The aim of this Cree language and culture program of studies is the development of communicative competence and cultural knowledge, skills and values in Cree.

Four Components

For the purposes of this program of studies, communicative competence and the development of cultural knowledge, skills and values in Cree are represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Community Membership aims to develop the understandings, views and values of Cree culture.

Strategies help students learn and communicate more effectively and more proficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

A Spiral Progression

Language learning and cultural teachings are integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language and cultural learning progress is an expanding spiral. Students' progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications, experience

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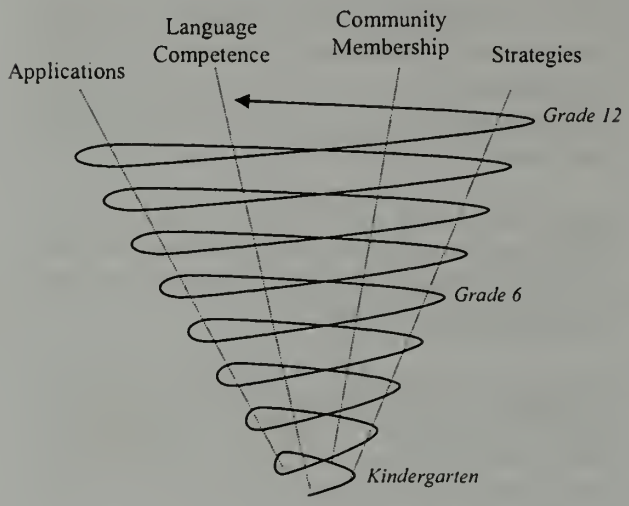
with more text forms,[1] contexts and so on). The spiral also represents how language and cultural learning activities are best structured. Particular lexical fields, learning strategies or language functions are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is extended, reinforced and broadened with each successive pass.



ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. Four general outcomes serve as the foundation for the Cree Language and Culture Kindergarten to Grade 12 Program of Studies and are based on the conceptual model outlined previously.

Applications [A]
- Students will use Cree in a variety of community and school situations and for a variety of purposes.

Language Competence [LC]
- Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

Community Membership [CM]
- Students will live *wâwētinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Mâmawi Ohtâwîmâw* (the Creator★).

Strategies [S]
- Students will know and use various strategies to maximize the effectiveness of learning and communication.

The order in which the general outcomes are presented in this program of studies does not represent a sequential order, nor does it indicate the relative importance of each component.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade/course. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes are addressed in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown as bullets in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, a learning outcome for a particular grade/course will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

1. For a sample list of text forms, see the end of this program of studies.

★ discretionary (see further details on p. 70)

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General Outcomes

Applications

Students will use Cree in a variety of community and school situations and for a variety of purposes.

- to share information
- to express emotions and personal perspectives
- to get things done
- to form, maintain and change interpersonal relationships
- to enhance their knowledge of the world
- for imaginative purposes and personal enjoyment

Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

- attend to the form of the language
- interpret and produce oral texts
- interpret and produce written and visual texts
- apply knowledge of the sociocultural context
- apply knowledge of how the language is organized, structured and sequenced

Community Membership

Students will live *wâwētinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Mâmawi Ohtâwîmâw* (the Creator★).

- Mother Earth★
- others
- themselves

Strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication.

- language learning
- language use
- cultural learning
- general learning

★ discretionary (see further details on p. 70)

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Guide to Reading the Program of Studies

General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

cluster heading for specific outcomes

LC–2 interpret and produce oral texts

	Cree Language and Culture 10T	Cree Language and Culture 20T	Cree Language and Culture 30T
	Students will be able to:		
LC–2.1 listening	a. understand the main point and some supporting details of lengthy oral texts on a variety of familiar topics, in guided situations	a. understand a variety of lengthy oral texts on familiar topics, in guided situations	a. understand a variety of lengthy oral texts on familiar topics, in guided and unguided situations
LC–2.2 speaking	a. produce lengthy oral texts on familiar topics, providing some details to support the main point, in guided situations	a. produce lengthy oral texts on a variety of familiar topics, providing some details to support the main point, in guided and unguided situations	a. produce a variety of lengthy oral texts on familiar topics, in guided situations
LC–2.3 interactive fluency	a. sustain lengthy interactions comprehensibly, with pauses to formulate oral text and to self-correct	a. converse, spontaneously, on unfamiliar and familiar topics, and participate in discussions	a. converse with ease in routine and nonroutine situations

read each page vertically for the outcomes expected at the end of each grade/course

strand headings for specific outcomes

specific outcome statements for each grade/course

read each page horizontally for the developmental flow of outcomes from grade to grade/course to course

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Applications

to express emotions and personal perspectives

to share information

to get things done

Students will use Cree in a variety of community and school situations and for a variety of purposes.

to form, maintain and change interpersonal relationships

for imaginative purposes and personal enjoyment

to enhance their knowledge of the world

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APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade/course to course. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways; e.g., "This is a dog." As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade/course. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

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General Outcome for Applications
Students will use Cree in a variety of community and school situations and for a variety of purposes.

A–1 to share information

Students will be able to:

	Kindergarten	Grade 1	Grade 2	Grade 3
A–1.1 share factual information	a. share basic information	a. identify people, places and things	a. ask for and provide information b. respond to simple, predictable questions	a. describe people, places and things

A–2 to express emotions and personal perspectives

Students will be able to:

A–2.1 share ideas, thoughts, preferences	a. express simple preferences	a. express a personal response	a. identify favourite people, places or things	a. express a personal response to a variety of situations b. acknowledge the ideas, thoughts and preferences of others
A–2.2 share emotions, feelings	a. express basic emotions and feelings	a. respond to and express emotions and feelings	a. identify emotions and feelings	a. express and respond to a variety of emotions and feelings

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General Outcome for Applications
Students will use Cree in a variety of community and school situations and for a variety of purposes.

A–1 to share information

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
A–1.1 share factual information	a. ask for and provide information on a range of familiar topics	a. describe series or sequences of events or actions	a. provide information on several aspects of a topic

A–2 to express emotions and personal perspectives

	Students will be able to:		
A–2.1 share ideas, thoughts, preferences	a. inquire about and express likes and dislikes	a. record and share thoughts and ideas with others	a. inquire about and express agreement and disagreement, approval and disapproval
A–2.2 share emotions, feelings	a. inquire about and express emotions and feelings	a. record and share personal experiences involving an emotion or feeling	a. inquire about and express emotions and feelings in a variety of familiar situations

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General Outcome for Applications
Students will use Cree in a variety of community and school situations and for a variety of purposes.

A–1 to share information

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
A–1.1 share factual information	a. understand and use definitions, comparisons and examples	a. share facts about past, present and future events	a. share detailed information on a specific topic

A–2 to express emotions and personal perspectives

	Students will be able to:		
A–2.1 share ideas, thoughts, preferences	a. inquire about and express interest or lack of interest, satisfaction and dissatisfaction	a. inquire about and express probability, possibility and certainty	a. express and support their own opinions
A–2.2 share emotions, feelings	a. compare the expression of emotions and feelings in a variety of informal situations	a. express emotions and feelings in formal situations	a. compare the expression of emotions and feelings in formal and informal situations

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General Outcome for Applications
Students will use Cree in a variety of community and school situations and for a variety of purposes.

A–1 to share information

	Cree Language and Culture 10T	Cree Language and Culture 20T	Cree Language and Culture 30T
	Students will be able to:		
A–1.1 share factual information	a. ask and answer questions about an informative text read or heard	a. explain factual information for a variety of audiences	a. discuss factual information on a variety of topics in a variety of situations

A–2 to express emotions and personal perspectives

	Students will be able to:		
A–2.1 share ideas, thoughts, preferences	a. express and explain preferences	a. exchange and compare opinions in a variety of situations	a. share ideas, thoughts, opinions and preferences on a variety of topics in a variety of situations
A–2.2 share emotions, feelings	a. explore the expression of different emotions and feelings in a variety of situations	a. discuss the expression of emotions and feelings in a variety of media	a. share a range of emotions and feelings in a variety of situations

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General Outcome for Applications
Students will use Cree in a variety of community and school situations and for a variety of purposes.

A–3 to get things done

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
A–3.1 guide actions of others	a. indicate basic needs and wants	a. ask for permission	a. suggest a course of action, and respond to a suggestion	a. make and respond to a variety of simple requests
A–3.2 state personal actions	a. respond to offers, invitations and instructions	a. ask or offer to do something	a. indicate choice from among several options	a. express a wish or a desire to do something
A–3.3 manage group actions	a. engage in turn taking	a. encourage other group members to act appropriately	a. ask for help or clarification of what is being said or done in the group	a. suggest, initiate or direct action in group activities

A–4 to form, maintain and change interpersonal relationships

	Students will be able to:			
A–4.1 manage personal relationships	a. exchange simple greetings and simple social expressions b. acknowledge basic kinship relationships	a. exchange some basic personal information	a. initiate relationships	a. identify kinship relationships

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General Outcome for Applications
Students will use Cree in a variety of community and school situations and for a variety of purposes.

A–3 to get things done

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
A–3.1 guide actions of others	a. relay simple messages, and encourage or discourage others from a course of action	a. give and follow a simple sequence of instructions	a. make and respond to suggestions in a variety of situations
A–3.2 state personal actions	a. make and respond to offers or invitations	a. express appropriate and inappropriate actions	a. state personal actions in the past, present or future
A–3.3 manage group actions	a. encourage other group members to participate b. assume a variety of roles and responsibilities as group members	a. negotiate in a simple way with peers in small-group tasks b. offer to explain or clarify	a. check for agreement and understanding b. express disagreement in an appropriate way

A–4 to form, maintain and change interpersonal relationships

	Students will be able to:		
A–4.1 manage personal relationships	a. talk about themselves, their family and their community; and respond to the talk of others by showing attention and interest	a. initiate and participate in casual and friendly exchanges with classmates	a. make and break social engagements

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General Outcome for Applications
Students will use Cree in a variety of community and school situations and for a variety of purposes.

A–3 to get things done

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
A–3.1 guide actions of others	a. give, follow and respond to advice and warnings	a. make and respond to suggestions or requests in community situations	a. express concerns, and suggest a solution
A–3.2 state personal actions	a. learn consequences in a variety of situations	a. accept or decline an offer or invitation	a. express consequences in relation to their own actions
A–3.3 manage group actions	a. express appreciation, enthusiasm, support and respect for the contributions of others	a. paraphrase, elaborate on and clarify another member's contribution	a. contribute effectively in small-group projects

A–4 to form, maintain and change interpersonal relationships

	Students will be able to:		
A–4.1 manage personal relationships	a. use routine means of interpersonal communications	a. give appropriate compliments	a. offer congratulations and express regret

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General Outcome for Applications
Students will use Cree in a variety of community and school situations and for a variety of purposes.

A–3 to get things done

	Cree Language and Culture 10T	Cree Language and Culture 20T	Cree Language and Culture 30T
	Students will be able to:		
A–3.1 guide actions of others	a. give and follow a sequence of instructions	a. describe several courses of action	a. guide the actions of others in a variety of formal and informal situations
A–3.2 state personal actions	a. express personal expectations, hopes, plans, goals and aspirations	a. state and describe their own hopes, plans and goals	a. state their own actions in a variety of formal and informal situations
A–3.3 manage group actions	a. contribute and provide positive feedback to group members	a. contribute to group activities, by clarifying task goals, negotiating roles and suggesting procedures	a. manage the planning, functioning and assessment of group activities

A–4 to form, maintain and change interpersonal relationships

	Students will be able to:		
A–4.1 manage personal relationships	a. make suggestions or clarify misunderstandings to handle a variety of situations	a. participate in social exchanges in formal situations	a. form, maintain and change personal relationships in a variety of formal and informal situations

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General Outcome for Applications
Students will use Cree in a variety of community and school situations and for a variety of purposes.

A–5 to enhance their knowledge of the world

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
A–5.1 discover and explore	a. investigate the immediate environment	a. investigate the surrounding environment	a. investigate and identify elements in the immediate environment	a. make and talk about personal observations
A–5.2 gather and organize information	a. gather simple information	a. organize items in different ways	a. sequence items in different ways	a. share personal knowledge of a topic
A–5.3 solve problems	a. experience problem-solving situations	a. experience problem-solving situations	a. experience meaning through a variety of moral teachings and problem-solving stories	a. experience meaning through a variety of moral teachings and problem-solving stories
A–5.4 explore perspectives and values	a. listen attentively and respectfully to the ideas and thoughts expressed	a. respond sensitively to the ideas and products of others	a. make connections between behaviour and values	a. recognize and respect differences in ideas and thoughts

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General Outcome for Applications
Students will use Cree in a variety of community and school situations and for a variety of purposes.

A–5 to enhance their knowledge of the world

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
A–5.1 discover and explore	a. discover relationships and patterns in the environment	a. ask questions to gain knowledge and clarify understanding	a. explore classification systems and criteria for categories
A–5.2 gather and organize information	a. compare and contrast items in simple ways	a. gather information from a variety of resources	a. compose questions to guide research b. identify sources of information, and record observations
A–5.3 solve problems	a. experience and reflect upon problem-solving stories	a. experience, reflect upon and discuss problem-solving stories, legends and situations	a. experience, reflect upon and discuss problem-solving stories, legends and situations
A–5.4 explore perspectives and values	a. explore Cree values on a variety of topics within their own experience	a. explore how the Cree worldview influences values and behaviour	a. gather thoughts, ideas and opinions on a topic within their own experience

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General Outcome for Applications
Students will use Cree in a variety of community and school situations and for a variety of purposes.

A–5 to enhance their knowledge of the world

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
A–5.1 discover and explore	a. explore meaning in what they are doing	a. explore and express the meaning of what they are doing	a. explore connections among and gain new insights into familiar topics
A–5.2 gather and organize information	a. gather information, using a prepared format	a. organize and prepare information, using a variety of techniques	a. share key ideas, summarize, and paraphrase
A–5.3 solve problems	a. reflect upon and discuss personal problem-solving experiences and stories	a. identify potential problems and their potential consequences	a. search for possible ways to solve problems
A–5.4 explore perspectives and values	a. explore and discuss how the Cree worldview and values influence personal behaviour and choices	a. understand how the Cree worldview and values influence their own and others' behaviour and choices	a. provide information and reasons for their own ideas and thoughts on an issue or topic

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General Outcome for Applications
Students will use Cree in a variety of community and school situations and for a variety of purposes.

A–5 to enhance their knowledge of the world

	Cree Language and Culture 10T	Cree Language and Culture 20T	Cree Language and Culture 30T
	Students will be able to:		
A–5.1 discover and explore	a. explore ideas presented in a variety of ways	a. compare their own insights and understandings with those of classmates	a. use a broad range of skills to discover and explore various media
A–5.2 gather and organize information	a. synthesize information from several sources	a. organize information to demonstrate relationships between ideas and sources	a. gather, evaluate, organize and synthesize information about various topics from a variety of sources
A–5.3 solve problems	a. apply problem-solving skills acquired in one situation to other situations	a. apply problem-solving skills in the resolution of real-life problems	a. apply problem-solving skills in the resolution of a variety of real-life problems
A–5.4 explore perspectives and values	a. examine how Aboriginal culture is portrayed in a variety of contexts	a. explore the portrayal of Aboriginal culture to understand the underlying values and perspectives	a. understand and examine differing perspectives and their underlying beliefs and values; e.g., in the mass media or among family, Elders and peers

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General Outcome for Applications
Students will use Cree in a variety of community and school situations and for a variety of purposes.

A–6 for imaginative purposes and personal enjoyment

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
A–6.1 humour/fun	a. use the language for fun	a. use the language for fun	a. use the language for fun in a variety of activities	a. use the language for fun in a variety of activities
A–6.2 creative/acsthetic purposes	a. use the language creatively; e.g., play-act variations on familiar stories	a. use the language creatively; e.g., participate in activities that play on the sounds and rhythms of the language	a. use the language creatively; e.g., use movement to respond to songs and poems	a. use the language creatively; e.g., create a picture story with captions
A–6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., listen to favourite songs	a. use the language for personal enjoyment; e.g., listen to favourite stories	a. use the language for personal enjoyment; e.g., make a personal dictionary of favourite words with illustrations	a. use the language for personal enjoyment; e.g., share a collection of pictures or artifacts related to Cree culture

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General Outcome for Applications
Students will use Cree in a variety of community and school situations and for a variety of purposes.

A–6 for imaginative purposes and personal enjoyment

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
A–6.1 humour/fun	a. use the language for fun and to interpret humour	a. use the language for fun and to interpret humour	a. use the language for fun and to interpret humour in a variety of activities
A–6.2 creative/aesthetic purposes	a. use the language creatively; e.g., employ models to create cumulative or predictable stories	a. use the language creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language	a. use the language creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language
A–6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., play games in Cree with friends	a. use the language for personal enjoyment; e.g., listen to favourite songs in Cree	a. use the language for personal enjoyment; e.g., learn a craft or a dance

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General Outcome for Applications
Students will use Cree in a variety of community and school situations and for a variety of purposes.

A–6 for imaginative purposes and personal enjoyment

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
A–6.1 humour/fun	a. use the language for fun and to interpret and express humour	a. use the language for fun and to interpret and express humour in a variety of ways and in a variety of situations	a. use the language for fun and to interpret and express appropriate humour
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., write new words to a known melody	a. use the language creatively and for aesthetic purposes; e.g., create and perform a skit	a. use the language creatively and for aesthetic purposes; e.g., speak or write from the viewpoint of a designated character in a story
A–6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., find a personal pen pal and exchanging letters	a. use the language for personal enjoyment; e.g., explore Cree culture on the Internet	a. use the language for personal enjoyment; e.g., keep a personal journal

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General Outcome for Applications
Students will use Cree in a variety of community and school situations and for a variety of purposes.

A–6 for imaginative purposes and personal enjoyment

	Cree Language and Culture 10T	Cree Language and Culture 20T	Cree Language and Culture 30T
	Students will be able to:		
A–6.1 humour/fun	a. use the language for fun and to interpret and express appropriate and inappropriate humour	a. use the language for fun and to interpret and express humour with different audiences	a. use the language for fun and to interpret and express humour in a variety of situations
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., write short stories situated in a different time or place	a. use the language creatively and for aesthetic purposes; e.g., create a multimedia production on a familiar topic	a. use the language creatively and for aesthetic purposes in a variety of situations
A–6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., explore ways to use knowledge of Cree in community activities/functions	a. use the language for personal enjoyment; e.g., watch films or television programs	a. use the language for personal enjoyment in a variety of situations

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Language Competence

interpret and
produce oral texts

attend to the form of
the language

interpret and
produce written
and visual texts

Students will be effective, competent and comfortable as Cree speakers.
(Okiskinamawakanak kā nihtā nehiya wewak.)

apply knowledge of the
sociocultural context

apply knowledge of how
the language is organized,
structured and sequenced

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LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Cree language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks in which the language is used for real purposes—in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade/course to course. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to the form of the language," there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the Cree language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

Note: The following abbreviations are used in the grammatical elements sections, under the cluster heading "attend to the form of the language":

NA	Animate noun
NI	Inanimate noun
VAI	Animate intransitive verb
VII	Inanimate intransitive verb
VTA	Transitive animate verb
VTI	Transitive inanimate verb
1S	First person singular
2S	Second person singular
3S	Third person singular
1P	First person plural
2I	Second person inclusive
2P	Second person plural
3P	Third person plural
3'	Obviative

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC–1 attend to the form of the language

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
LC–1.1 phonology	a. recognize and pronounce basic sounds	a. pronounce some common words and phrases correctly b. recognize intonation and expressions common to Cree	a. distinguish sounds t/d, k/g, c/ts, p/b and pre-aspirated h	a. pronounce familiar words, phrases and expressions properly
LC–1.2 orthography	a. understand how text is oriented; e.g., left to right and top to bottom	a. recognize and name some elements of the writing system	a. write some words and phrases of personal significance	a. recognize and use some basic spelling patterns
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • my family • my daily routines • seasons/weather • my body • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • my family • daily life • weather and seasons • my body • clothing • my house • things around me • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • foods • school • measurements – time – money • pets • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • my community and neighbourhood • music • domestic animals • extended family • games • any other lexical fields that meet their needs and interests

(continued)

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC–1 attend to the form of the language

LC–1.4 grammatical elements

Kindergarten	Grade 1	Grade 2	Grade 3
Students will be able to:			
a. use, in modelled situations,[2] the following grammatical elements:			
• personal pronouns (singular) *nîya, kîya, wîya* • *awa, ôma* to distinguish and refer to this specific animate (NA) or to an inanimate (NI) noun • noun possession form for animate (NA) and inanimate (NI) singular nouns indicating my (1S), yours (2S), his/hers (3S) *niminôsim, nitehtapiwin, kiminôsim, kitehtapiwin, ominôsima, otehtapiwin* • interrogatives, simple questions: *tân'te, awîna, kîkwây, tânehki, tân'sîyisi* • *ehâ/îhi, namoya* questions using *cî* • (VAI) declarative statement simple sentences using I (1S), you (2S), he/she (3S) subjects and action words *nitapin, kitapin, apiw* and progressive action *ehapiyân, ehapiyan, ehapit*	• *awa, ôma* to distinguish and refer to this specific animate (NA) or to an inanimate (NI) noun • noun possession form for animate (NA) and inanimate (NI) singular nouns indicating my (1S), yours (2S), his/hers (3S) *niminôsim, nitehtapiwin, kiminôsim, kitehtapiwin, ominôsima, otehtapiwin* • interrogatives, simple questions: *tân'te, awîna, kîkwây, tânehki, tân'sîyisi* • (VAI) declarative statement simple sentences using I (1S), you (2S), he/she (3S) subjects and action words *nitapin, kitapin, apiw* and progressive action *ehapiyân, ehapiyan, ehapit* • commands or requests (Imperatives VAI) using action words for you (2S), all of you (2P) and all of us (2I); e.g., *api, apik, apitân*	• personal pronoun plural forms *nîyanân, kîyânaw, kîyawâw, wîyawâw* • personal pronoun singular emphatic "too" form *nîstanân, kîstanaw, kîstawâw, wîyawâw* • *ana, anima* to distinguish and refer to that specific animate (NA) or an inanimate (NI) noun, *nâha, nema* • noun possession form for animate (NA) and inanimate (NI) plural nouns indicating my (1S), yours (2S), his/hers (3S) (NA) *niminôsimak, kiminôsimak, ominôsima;* (NI) *nitehtapiwina, kitehtapiwina, otehtapiwina* • (VAI) declarative statement simple sentences using I (1S), you (2S), he/she (3S) subjects and action words *nitapin, kitapin, apiw* and progressive action *ehapiyân, ehapiyan, ehapit*	• personal pronoun plural forms *nîyanân, kîyânaw, kîyawâw, wîyawâw* • personal pronoun plural emphatic "too" form *nîstanân, kîstanaw, kîstawâw, wîstawâw* • *ôki, aniki, ôhi, anihi,* to distinguish and refer to these and those specific animate (NA) or inanimate (NI) nouns, *neki, nehi* • noun possessive form for animate (NA) and inanimate (NI) singular nouns indicating ours (1P), all of ours (2I), yours (2P), theirs (3P): (NA) *niminôsiminân, kiminôsiminaw, kiminôsimiwâw, ominôsimiwâwa;* (NI) *nitehtapiwininân, kitehtapiwininaw, kitehtapiwiniwâw, otehtapiwiniwâw*

(continued)

2. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC–1 attend to the form of the language

LC–1.4 grammatical elements

Kindergarten

- commands or requests (Imperatives VAI) using action words for you (2S), all of you (2P) and all of us (2I); e.g., *api, apik, apitân*
- colour descriptors for a singular animate noun (VAI) *wâpisikisiw/ ewâpiskisit minôs* and inanimate noun (VII) *wâpiskâw/ ewâpiskâk tehtapiwin*

Grade 1

- commands or requests (Imperatives VTA) using action words between two people: you→me (2S→1S), (all of) you→me (2P→1S); *nitohtawin, nitohtawik*

Grade 2

- commands or requests (Imperatives VTA) using action words between two people: you→me (2S→1S), (all of) you→me (2P→1S); *nitohtawin, nitohtawik*
- locative noun acts as a preposition *ohk, hk, ihk*—in the, on the, to the, at the, from the
- normalizer, changing an action word (VAI) to a noun adding suffix *win* to the verb: *mîcisowin, nîmihtowin, nikamowin*

Grade 3

- (VAI) declarative statement simple sentences using we (1P), all of us (2I), all of you (2P), they (3P) subject markers and action words *nitapinân, kitapinaw, kitapinâwâw, apiwak* and progressive action form *ehapiyâhk, ehapiyahk, ehapiyek, ehapicik/ehapitwâw*
- commands or requests using action words between two people: you→me (2S→1S), (all of) you→me (2P→1S); *nitohtawin, nitohtawik*
- locative noun acts as a preposition *ohk, hk, ihk*—in the, on the, to the, at the, from the: *atâwew'kamikohk, ôtenâhk, tehtapiwinihk*
- normalizer, changing an action word (VAI) to a noun adding suffix *win* to the verb: *mîcisowin, nîmihtowin, nikamowin*
- colour descriptors for plural animate (VAI) *wâpisikisiwak ewâpiskisicik/ ewâpiskisitwâw minôsak* and (VII) inanimate nouns *wâpiskâwa/ ewâpiskâki tehtapiwina*

(continued)

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC–1 attend to the form of the language

Kindergarten	Grade 1	Grade 2	Grade 3

Students will be able to:

b. use, in structured situations,[3] the following grammatical elements: .....

LC–1.4 grammatical elements

- personal pronouns (singular) *nîya, kîya, wîya*
- colour descriptors for a singular animate noun (VAI) *wâpisikisiw/ ewâpiskisit minôs* and inanimate noun (VII) *wâpiskâw/ ewâpiskâk tehtapiwin*
- simple *ehâ, namoya* questions using *cî*

- demonstrative pronouns *awa, ôma* to distinguish and refer to this specific animate (NA) or inanimate (NI) nouns
- colour descriptors for a singular animate noun (VAI) *wâpisikisiw/ ewâpiskisit minôs* and inanimate noun (VII) *wâpiskâw/ ewâpiskâk tehtapiwin*
- interrogatives simple questions: tân'te, awîna, kîkwây, tânehki, tân'sîyisi
- answer forms, simple *ehâ, namoya* questions using *cî*
- noun possession form for singular animate (NA) and inanimate (NI) nouns indicating my (1S), yours (2S), his/hers (3S): *niminôsim, nitehtapiwin, kiminôsim, kitehtapiwin, ominôsima, otehtapiwin*
- commands or requests (Imperatives VAI) using action words for you (2S), all of you (2P) and all of us (2I); e.g., *api, apik, apitân*

- commands or requests (Imperatives VAI) using action words for you (2S), all of you (2P) and all of us (2I); e.g., *api, apik, apitân*
- simple sentences using I (1S), you (2S), he/she (3S) subjects and action words (VAI) in declarative statement form *nitapin, kitapin, apiw* and progressive action *ehapiyân, ehapiyan, ehapit*
- personal pronoun emphatic singular "too" form *nîsta, kîsta, wîsta*
- demonstrative pronouns *ana, nâha, anima, nema* to distinguish and refer to that specific animate (NA) or inanimate (NI) noun
- noun possession form for animate (NA) and inanimate (NI) plural nouns indicating my (1S), yours (2S), his/hers (3S): (NA) *niminôsimak, kiminôsimak, ominôsima;* (NI) *nitehtapiwina, kitehtapiwina, otehtapiwina*

(continued)

3. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC–1 attend to the form of the language

	Kindergarten	Grade 1	Grade 2	Grade 3
LC–1.4 grammatical elements	*Students will be able to:* c. use, independently and consistently,[4] the following grammatical elements:		• personal pronouns (singular) *nîya, kîya, wîya*	• colour descriptors for a singular animate noun (VAI) *wâpisikisiw/ ewâpiskisit minôs* and inanimate nouns (VII) *wâpiskâw/ ewâpiskâk tehtapiwin* • simple questions using interrogatives: *tân'te, awîna, kîkway, tânehki, tân'sîyisi* • simple *eha, namoya* questions using *cî* • noun possession form for singular animate (NA) and inanimate (NI) nouns indicating my (1S), yours (2S), his/hers (3S): (NA) *niminôsim, kiminôsim, ominôsima* (NI) *nitehtapiwin, kitehtapiwin, otehtapiwin*

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' programming.

4. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC–1 attend to the form of the language

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
LC–1.1 phonology	a. recognize and pronounce basic sounds consistently b. recognize the effects of sounds, i.e., elision; long vowels	a. recognize the rhythmic flow of sounds	a. try to enunciate unfamiliar words independently and confidently
LC–1.2 orthography	a. recognize and use some basic spelling patterns	a. recognize and use some basic spelling patterns	a. recognize and use some basic writing conventions
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • community roles and occupations • activities • nutrition • modes of travel • dance • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • health • leisure • places/locations • wild animals • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • relationships • plants and seasons • entertainment • shopping • other Aboriginal communities • world of work • any other lexical fields that meet their needs and interests

(continued)

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General Outcome for Language Competence
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(continued)

LC–1 attend to the form of the language

Students will be able to:

LC–1.4 grammatical elements

a. use, in modelled situations,[5] the following grammatical elements:

Grade 4

- demonstrative pronouns *ôki, aniki, neki ôhi, anihi, nehi* to distinguish and refer to these and those animate (NA) and inanimate (NI) specific nouns
- big/large affixes to indicate noun size—*misti, misi, mahki*; small suffix *-sis*
- indefinite pronouns to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., *awiyak, pikwâwiyak, namâwîyak, kahkiyaw, awiyak, kîkway, pikokîkway, namakîkway, kahkiyaw, kîkway*
- noun possessive form for animate (NA) and inanimate (NI) plural nouns indicating ours (1P), all of ours (2I), yours (2P), theirs (3P): (NA) *niminôsiminânak, kiminôsiminawak, kiminôsimiwâwak, ominôsimiwâwa, otehtapiwiniwâwa;* (NI) *nitehtapiwininâna, kitehtapiwininawa, kitehtapiwiniwâwa*
- simple sentences we, all of us, all of you, using they, subject markers and action words in declarative statement form *nitapinân* (1P), *kitapinaw* (2I), *kitapinâwâw* (2P), *apiwak* (2P) and progressive action form *ehapiyâhk, ehapiyahk, ehapiyek, ehapicik/ehapitwâw*

Grade 5

- big/large affixes to indicate noun size—*misti, misi, mahki;* small suffix *-sis*
- indefinite pronouns to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., *awiyak, pikwâwiyak, namâwîyak, kahkiyaw, awiyak, kîkway, pikokîkway, namakîkway, kahkiyaw, kîkway*
- preverbal particles attach commands/requests to subject, action simple sentence: *pehapi, ninohtehapin, enohtehapin, nikahihapin cî*
- tense markers *kî*-past tense, *nikîhapin; ka-* future definite (will), *nikahapin; wî*-future intentional marker (going to), *niwîhapin*
- (VTI) in declarative simple sentences involving a direct object using I (1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate (NI) object *niwâpahten tehtapiwin, kiwâpahten tehtapiwin, wâpahtam tehtapiwin* and progressive form *ewâpahtamân tehtapiwin, ewâpahtaman tehtapiwin, ewâpahtahk tehtapiwin*

Grade 6

- (VTI) in declarative simple sentences involving a direct object using we (1P), all of us (2I), all of you (2P), they (3P) subject markers along with an action word involving an inanimate object *niwâpahtenân tehtapiwin, kiwâpahtenaw tehtapiwin, kiwâpahtenâwâw tehtapiwin, wâpahtamwak tehtapiwin* and progressive form *ewâpahtamâhk tehtapiwin, ewâpahtamahk tehtapiwin,ewâpahtamek tehtapiwin, ewâpahtahkik tehtapiwin*
- (VTI) normalizer changing an action word involving an inanimate to a noun by adding suffix *-mowin* to the base form: *iteyihtamowin*
- compounding a verb and noun together to form a new action word: *nipostayiwinisân, niteyistikwânân, niketasâkân, niwâpiminosim*
- commands or requests (Imperatives VTI) for an action word involving an inanimate (NI) object for you (2S), all of you (2P), all of us (2I): *kitâpahta, kitâpahtamok, kitâpahtetân*

(continued)

5. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
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(continued)

LC–1 attend to the form of the language

LC–1.4
grammatical elements

Grade 4	Grade 5	Grade 6
• commands or requests (Imperatives VTA) using action words between two people: you→me (2S→1S), all of you→me (2P→1S); *nitohtawin, nitohtawik* • preverbal particles attach commands/requests to subject, action simple sentence: *pehapi, ninohtehapin, enohtehapin, kahkîhapin cî* • simple sentences involving a direct object using I (1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate (NI) object (VTI) in declarative form *niwâpahten tehtapiwin, kiwâpahten tehtapiwin, wâpahtam tehtapiwin* and progressive form *ewâpahtayân tehtapiwin, ewâpahtayan tehtapiwin, ewâpahtahk tehtapiwin* • colour descriptors for plural animate (VAI) *wâpisikisiwak ewâpiskisicik/ewâpiskisitwâw minôsak* and (VII) inanimate nouns *wâpiskâwa/ewâpiskâki tehtapiwina*		

(continued)

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(continued)

LC–1 attend to the form of the language

LC–1.4 grammatical elements

Grade 4	Grade 5	Grade 6
Students will be able to:		
b. use, in structured situations,[6] the following grammatical elements:		
• personal pronoun plural • noun possessive form for animate (NA) and inanimate (NI) singular nouns indicating ours (1P), all of ours (21), yours (2P), theirs (3P): (NA) *niminôsiminân, kiminôsiminaw, kiminôisimiwâw, ominôsimiwâwa;* (NI) *nitehtapiwininân, kitehtapiwininaw, kitehtapiwiniwâw, otehtapiwiniwâw* • (VAI) in declarative statement simple sentences using I (1S), you (2S), he/she (3S) subjects and action words *nitapin, kitapin, apiw* and progressive action *ehapiyân, ehapiyan, ehapit* • locative noun simple sentence action only form acts as a preposition *ohk, hk, ihk* in the, on the, to the, at the, from the *atâwew'kamikohk, ôtenâhk, tehtapiwinihk* • normalizer changing an action word only to a noun adding suffix *-win* to the verb: *mîcisowin, nîmihtowin, nikamowin* • colour descriptors for plural animate (VAI) *wâpiskisiwak ewâpiskisicik ewâpiskisitwâw minôsak* and (VII) inanimate nouns *wâpiskâwa ewâpiskâki tehtapiwina*	• demonstrative pronouns *ôki, aniki, neki, ôhi, anihi, nehi* to distinguish and refer to these and those animate (NA) and inanimate (NI) specific nouns • noun possessive form for animate (NA) and inanimate (NI) singular nouns indicating ours (1P), all of ours (2I), yours (2P), theirs (3P). *niminôsiminân, nitehtapiwininân, kiminôsiminaw, kitehtapiwininaw, kiminôisimiwâw, kitehtapiwiniwâw, ominôsimiwâwa, otehtapiwiniwâw* • noun possessive form for animate (NA) and inanimate (NI) plural nouns indicating ours (1P), all of ours (2I), yours (2P), and theirs (3P): (NA) *niminôsiminânak, kiminôsiminawak, kiminôisimiwâwak, ominôsimiwâwa;* (NI) *nitehtapiwinînâna, kitehtapiwininawa, kitehtapiwiniwâwa, otehtapiwiniwâwa* • (VAI) declarative statement simple sentences using we (1P), all of us (21), all of you (2P), they (3P) subject markers and action words (and progressive action form)	• noun possessive form for animate (NA) and inanimate (NI) plural nouns indicating ours (1P), all of ours (2I), yours (2P), and theirs (3P): (NA) *niminôsiminânak, kiminôsiminawak, kiminôisimiwâwak, ominôsimiwâwa;* (NI) *nitehtapiwinînâna, kitehtapiwininawa, kitehtapiwiniwâwa, otehtapiwiniwâwa* • (VTI) declarative simple sentences involving a direct object using I (1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate (NI) object *niwâpahten tehtapiwin, kiwâpahten tehtapiwin, wâpahtam tehtapiwin* and progressive form *ewâpahtamân tehtapiwin, ewâpahtaman tehtapiwin, ewâpahtahk tehtapiwin* • affixes to indicate noun size: big/large (*misti-, misi-, mahki-*); small suffix (*-sis*) • indefinite pronouns to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., *awiyak, pikwâwiyak, namâwîyak, kahkiyaw, awiyak, kîkway, pikokîkway, namakîkway, kahkiyaw, kîkway*

(continued)

6. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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General Outcome for Language Competence
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(continued)

LC–1 attend to the form of the language

LC–1.4 grammatical elements

Grade 4	Grade 5	Grade 6
	• commands or requests (Imperatives VTA) using action words between two people: you→me (2S→1S), all of you→me (2P→1S); *nitohtawin, nitohtawik* • simple sentence using locative noun suffix acts as a preposition *ohk, hk, ihk* in the, on the, to the, at the, from the *atâwew'kamikohk, ôtenâhk, tehtapiwinihk* • normalizer changing an action word only (VAI) to an inanimate (NI) noun adding suffix *-win* to the verb: *mîcisowin* • colour descriptors for plural (VAI) animate *wâpiskisiwak ewâpiskisicik ewâpiskisitwâw minôsak* and (VII) inanimate nouns *wâpiskâwa ewâpiskâki tehtapiwina*	• preverbal particles attach commands/requests to subject, action (VAI) simple sentence: *pehapi* • tense markers *kî-*past tense, *nikîhapin; ka-* future definite (will), *nikâpin; wî-* future intentional marker (going to), *niwîhapin*

(continued)

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(continued)

LC–1 attend to the form of the language

LC–1.4 grammatical elements

Students will be able to:

c. use, independently and consistently,[7] the following grammatical elements: .....

Grade 4	Grade 5	Grade 6
• personal pronoun singular emphatic "too" form *nîsta, kîsta, wîsta* • noun possession form for animate (NA) and inanimate (NI) plural nouns indicating my (1S), yours (2S), his/hers (3S): (NA) *niminôsimak, kitehtapiwina, ominôsima;* (NI) *nitehtapiwina, kiminôsimak, otehtapiwina* • commands or requests using (VAI) plural action words for you, all of you and all of us; e.g., *api, apik, apitân* • demonstrative pronouns *ana, naha, anima, nema* to distinguish and refer to that animate (NA) or inanimate (NI) specific noun	• personal pronoun plural *niyânân, kîyânaw, kîyawâw, wîyawâw* • (VAI) declarative statement simple sentences using I (1S), you (2S), he/she (3S) subjects and action words *nitapin, kitapin, apiw* and progressive action *ehapiyân, ehapiyan, ehapit*	• demonstrative pronouns *ôki, aniki, neki, ôhi, anihi, nehi* to distinguish and refer to these and those specific animate (NA) and inanimate (NI) nouns • noun possessive form for animate (NA) and inanimate (NI) singular nouns indicating ours (1P) all of ours (2I), yours (2P), theirs (3P): (NA) *niminôsiminân, kiminôsiminaw, kiminôisimiwâw, ominôsimiwâwa;* (NI) *nitehtapiwininân, kitehtapiwininaw, kitehtapiwiniwâw, otehtapiwiniwâw* • (VAI) declarative statement simple sentences using we (1P), all of us (2I), all of you (2P), they (3P) subject markers and action words *nitapinân, kitapinaw, kitapinâwâw, apiwak* and progressive action form *ehapiyâhk, ehapiyahk, ehapiyek, ehapicik/ehapitwâw* • commands or requests (Imperatives VTA) using action words between two people: you→me (2S→1S), all of you→me (2P→1S); *nitohtawin, nitohtawik* • simple sentence using locative noun suffix acts as a preposition *ohk, hk, ihk* in the, on the, to the, at the, from the • normalizer changing an action word only (VAI) to an inanimate (NI) noun adding suffix *-win* to the verb: *mîcisowin* • colour descriptors for plural animate (VAI) *wâpiskisiwak ewâpiskisicik ewâpiskisitwâw minôsak* and (VII) inanimate nouns *wâpiskâwa ewâpiskâki tehtapiwina*

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' programming.

7. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

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General Outcome for Language Competence
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LC–1 attend to the form of the language

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
LC–1.1 phonology	a. enunciate unfamiliar words independently and confidently	a. use intonation, stress and rhythm appropriately in familiar situations	a. speak clearly and coherently in a variety of situations
LC–1.2 orthography	a. use basic spelling patterns consistently in writing familiar words and phrases	a. apply basic spelling patterns consistently in writing familiar words	a. apply spelling rules and writing conventions consistently and accurately
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • fashion • peers and friendship • extracurricular activities • cooking • living things • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • going out • healthy living • our land • family traditions • crafts • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • trades and professions • community service/ volunteering • peoples that make up Canada • safety • nature • any other lexical fields that meet their needs and interests

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(continued)

LC–1 attend to the form of the language

LC–1.4 grammatical elements

Grade 7	Grade 8	Grade 9
Students will be able to:		
a. use, in modelled situations,[8] the following grammatical elements:		
• (VTI) declarative statement simple sentences involving a direct object using we (1P), all of us (21), all of you (2P), they (3P) subject markers along with an action word involving an inanimate object *niwâpahtenân, kiwâpahtenaw, kiwâpahtenâwâw, wâpahtam'wak* and progressive form *ewâpahtamâhk, ewâpahtamahk, ewâpahtamek, ewâpahtahkik* • compounding a verb and noun together to form a new action word: *nipostayiwinisân, niteyistikwânân, niketasâkân* • weather verbs in past, future tenses *wîmispon, kîmiskpon* • time passage/conditional marker • days of the week along with past and future tense markers for I and you: *kânîyânanokîsikâk nikîhitohtân otenâhk nîyânanokîsikâki cî kiwîhitohtân otenâhk* • hypothetical, dependent clause a subjunctive clause for action only (VAI) using if *mîcisoyâni, mîcisoyani, mîcisoci* and for when *kâmîcisoyân, kâmîcisoyan, kâmîcisot* for I (1S), you (2S), him/her (3S) • commands or requests (Imperatives VTI) for an action word involving an inanimate object for you, all of you, all of us: *kitâpahta, kitâpahtamok, kitâpahtetân*	• weather verbs (VII) in past, future tense *wîmispon, kîmiskpon* • time passage/conditional marker • weather verbs (VII) in the subjunctive mode: when for past tense *nikîkîwân kâkimowahk, kîkîwew kâkimowaniyik;* if is used for future tense *nikakîwân kîspin sâkasteki, kakîwew kîspin sâkasteyiki* • days of the week along with past and future tense markers for I and you: *kânîyânanokîsikâk nikîhitohtân otenâhk nîyânanokîsikâki cî kiwîhitohtân otenâhk* • hypothetical, dependent clause a subjunctive clause for an action word only (VAI) using if *mîcisoyâni, mîcisoyani, mîcisoci* and for when *kâmîcisoyân, kâmîcisoyan, kâmîcisot* for I (1S), you (2S), him/her (3S) • (VTA) declarative statement simple sentence involving an animate (NA) object/goal for I (1S), you (2S), him/her (3S) subject markers along with an action word involving an animate (NA) his/her (3S) object/goal *niwâpamâw minôs, kiwâpamâw minôs, wâpamew minôs* and progressive form *ewâpamat minôs ewâpamak minôs, ewâpamât minôs*	• simple sentence involving an object/goal for I (1S), you (2S), him/her (3S) subject and I→you (1S→2S), you→me (2S→1S) markers along with an action word involving an animate (NA) his/her (3S) object/goal (VTA) in declarative *niwâpamâw minôs, kiwâpamâw minôs, wâpamew minôs, kiwâpamitin, kiwâpamin* and progressive form *ewâpamat minôs ewâpamak minôs, ewâpamât minôs, ewâpamitân, ewâpamiyan* • time passage/conditional marker • weather verbs in the subjunctive mode: when for past tense *nikîkîwân kâkimowahk, kîkîwew kâkimowaniyik;* if is used for future tense *nikakîwân kîspin sâkasteki, kakîwew kîspin sâkasteyiki* • descriptive words (VII) for inanimate objects *apisâsin/ehapisâasik tehtapiwin apisâsinwa/ehapisâsiki tehtapiwin apisâsiniyiw/ ehapisâsiniyik otehtapiwin apisâsiniyiwa/ehapisâsiniyiki otehtapiwina*

(continued)

8. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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(continued)

LC–1 attend to the form of the language

LC–1.4
grammatical elements

Grade 7

- change in discourse: using the tense marker *ka-* (future definite "will") in the progressive form of the verb changes the meaning from "will" to "to," creating a noun phrase
  nimiyweyihten kanimîhitoyân; nimiyweyihten kakîhokawak; nimiyweyihten kamîciyân mîcimâpoy

Grade 8

- descriptive words (VII) for inanimate (NI) objects both singular and plural
  apisâsin/ehapisâasik tehtapiwin
  apisâsinwa/ehapisâsiki tehtapiwin
  apisâsiniyiw/ehapisâsiniyik otehtapiwin
  apisâsiniyiwa/ehapisâsiniyiki otehtapiwina
- change in discourse: using the tense marker *ka-* (future definite "will") in the progressive form of the verb changes the meaning from "will" to "to," creating a noun phrase
  nimiyweyihten kanimîhitoyân; nimiyweyihten kakîhokawak; nimiyweyihten kamîciyân mîcimâpoy
- emphasize continuous action by using reduplicative prefix marker; replaces the use of particles always and forever
  ninânestosin; nitâhitohtân otenâhk; nitâhiteyihten

Grade 9

- reduplicative prefix marker emphasizes continuous action, replaces the use of particles always and forever
  ninânestosin; nitâhitohtân otenâhk; nitâhiteyihten
- reflexive marker, doing an action for oneself for action only (VAI) for I (1S), you (2S), he/she (3S), we (1P), all of us (2I), all of you (2P), they (3P) using "*stamâso*", *maso* (reflexive marker)
- (VAI→VTA) changing an action only word to an action word involving 3S object/goal by using the element *wîci-* and relational suffix *-m*. When these affixes are used the verb must be conjugated and placed in the action word involving a 3S object/goal (VTA) model
  wîcinikamôm; wîtatoskem
- (VAI→VTA) someone doing an action for someone for action only words (VAI) the element *sta* and the suffix marker *maw* are added to the action word and then changes the meaning to an action word involving a 3S object/goal (VAI-Benefactive) *nikamôstamaw; atoskestamaw*
- sentences that indicate who is doing a certain action or specifies a particular noun with the help of demonstrative pronouns known as a relative clause
  n'taw'miy ana nâpew kânikamot; petamawin anima masinahikan kâmihkwâk

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(continued)

LC–1 attend to the form of the language

LC–1.4 grammatical elements

Students will be able to:

b. use, in structured situations,[9] the following grammatical elements:

Grade 7

- (VTI) declarative simple sentences involving a direct object using I (1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate object *niwâpahten tehtapiwin, kiwâpahten tehtapiwin, wâpahtam tehtapiwin* and progressive form *ewâpahtamân tehtapiwin, ewâpahtaman tehtapiwin, ewâpahtahk tehtapiwin*
- preverbal particles attach commands/requests to subject, action simple sentence *pehapi, ninohtehapin, enohtehapin, nikahihapin cî*
- tense markers: *kî*-past tense, *nikîhapin; ka*-future definite (will), *nikahapin; wî*-future intentional marker (going to), *niwîhapin*
- normalizer, changing an action word involving an inanimate to a noun by adding suffix *-mowin* to the base form: *iteyihtamowin*

Grade 8

- simple sentences involving a direct object using we (1P), us (2I), you (2P), they (3P) subject markers along with an action word involving an inanimate object (VTI) in declarative statement form *niwâphptenân tehtapiwin, kiwâpahtenaw tehtapiwin, kiwâpahtenâwâw tehtapiwin, wâpahtamwak tehtapiwin* and progressive form *ewâpahtamâhk tehtapiwin, ewâpahtamahk tehtapiwin, ewâpahtamek tehtapiwin, ewâpahtahkik tehtapiwin*
- compounding a verb and noun together to form a new action word: *nipostayiwinisân, niteyistikwânân, niketasâkân*
- commands or requests for an action word involving an inanimate object (VTI) for you (2S), all of you (2P), all of us (2I): *kitâpahta, kitâpahtamok, kitâpahtetân*

Grade 9

- (VTI) declarative, simple sentences involving a direct object using we (1P), all of us (2I), all of you (2P), they (3P) subject markers along with an action word involving an inanimate object *niwâphptenân tehtapiwin, kiwâpahtenaw tehtapiwin, kiwâpahtenâwâw tehtapiwin, wâpahtam'wak tehtapiwin* and *ewâpahtamahk tehtapiwin, ewâpahtamek tehtapiwin, ewâpahtahkik tehtapiwin* and progressive form *ewâpahtamâhk tehtapiwin, ewâpahtam'yit*
- compounding a verb and noun together to form a new action word: *nipostayiwinisân, niteyistikwânân, niketasâkân*
- time passage/conditional marker
- days of the week along with past and future tense markers for I and you: *kânîyânanokîsikâk nikîhitohtân otenâhk nîyânanokîsikâki cî kiwîhitohtân ôtenâhk*
- hypothetical phrase dependent clause a subjunctive clause action words (VAI) using if *mîcisoyâni, mîcisoyani, mîcisoci* and for when *kâmîcisoyân, kâmîcisoyan, kâmîcisot* for I (1S), you (2S), him/her (3S)
- change in discourse: using the tense marker *ka-* (future definite "will") in the progressive form of the verb changes the meaning from "will" to "to," creating a noun phrase *nimiyweyihten kanimîhitoyân; nimiyweyihten kakîhokawak; nimiyweyihten kamîciyân mîcimâpoy*

(continued)

9. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC–1 attend to the form of the language

LC–1.4 grammatical elements

Grade 7	Grade 8	Grade 9
Students will be able to:		
c. use, independently and consistently,[10] the following grammatical elements:		
• noun affixes to indicate size: big/large prefixes (*misti-, misi-, mahki-*); small suffix (*-sis*) • indefinite pronouns to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., *awiyak, pikwâwiyak, namâwîyak, kahkiyaw, awiyak, kîkway, pikokîkway, namakîkway, kahkiyaw, kîkway*	• tense markers: *kî-*past tense, *nikîhapin; ka-*future definite (will), *nikâpîn; wî-*future intentional marker (going to), *niwîhapin* • (VII) normalizer changing an action word involving an inanimate to a noun by adding suffix *-mowin* to the base form: *iteyihtamowin*	• commands or requests for an action word involving an inanimate object (VTI) for you (2S), all of you (2P), all of us (2I): *kitâpahta, kitâpahtamok, kitâpahtetân* • weather verbs (VII) in past, future tense *wîmispon, kîmiskpon*

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' programming.

10. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC–1 attend to the form of the language

	Cree Language and Culture 10T	Cree Language and Culture 20T	Cree Language and Culture 30T
	Students will be able to:		
LC–1.1 phonology	a. produce, with ease, the essential sounds, stress, rhythm and intonation patterns, where rehearsal is possible	a. produce, with ease and spontaneity, the essential sounds, stress, rhythm and intonation patterns	a. speak with clear, comprehensible pronunciation, intonation, stress and rhythm in rehearsed and spontaneous situations
LC–1.2 orthography	a. read and write Roman and/or syllabic orthography	a. read and write Roman and/or syllabic orthography consistently and accurately	a. read and write Roman and/or syllabic orthography consistently and accurately
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • sports • caring for the land • family roles • communicating • health practices • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • media • social life • hunting and gathering, trapping and fishing • consumerism • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • future plans • technology • art • environment • independent living • any other lexical fields that meet their needs and interests

(continued)

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC–1 attend to the form of the language

	Cree Language and Culture 10T	Cree Language and Culture 20T	Cree Language and Culture 30T
	Students will be able to:		
LC–1.4 grammatical elements	a. use, in modelled situations,[11] the following grammatical elements:		
	• reflexive marker doing an action for oneself for action only (VAI) for I (1S), you (2S), he/she (3S), we (1P), all of us (2I), all of you (2P), they (3P) using "*sta-mâso*" *atoskestamâso* • (VAI→VTA) changing an action only word to an action word involving 3S object/goal by using the element *wîci-* and "with" relational suffix *-m*. When these affixes are used the verb must be conjugated and placed in the action word involving a 3S object/goal (VTA) model *wîcinikamôm; wîtatoskem* • benefactive (VAI→VTA) someone doing an action for someone: for action only words the element *sta* and the suffix marker *maw* are added to the action word (VAI) and this changes the meaning to an action word involving a 3S object/goal (VTA) *nikamôstamaw; atoskestamaw* • change in discourse: sentences that indicate who is doing a certain action or specify a particular noun with the help of demonstrative pronouns known as a relative clause *n'taw'miy ana nâpew kânikamot; petamawin anima masinahikan kâmihkwâk*	• (VTA) declarative simple sentences involving an object/goal for we (1P→3S), all of us (2I→3S), all of you (2P→3S), they (3P→3') subject markers along with an action word involving an animate (NA) his/her (3S) object/goal *niwâpamânân minôs, kiwâpamânaw minôs, kiwâpamâwâw minôs* and progressive form *ewâpamâyâhk minôs, ewâpamâyahk minôs, ewâpamâyek minôs ewâpamâcik minôsa* • indefinite actor form sentences that illustrate all/everyone partaking in an action and is used to capture events or activities in action only words (VAI) *mîcisonâniwiw/emîcisohk* • benefactive (VTI/VTA) someone doing an action for someone: only words involving animate or inanimate objects/goals and the suffix marker *maw* are added to the action word and this changes the meaning to an action word involving a 3S object/goal (VTA) (VTI→VTA): *peyihtisinamaw, petamaw, nâtamaw*	• benefactive (VTI/VTA) someone doing an action for someone: only words involving animate or inanimate objects/goals and the suffix marker *maw* are added to the action word and this changes the meaning to an action word involving a 3S object/goal (VTA) (VTI→VTA): *peyihtisinamaw, petamaw, nâtamaw* • (VTA Inverse) simple sentence structure where a 3S animate noun is the subject and I (1S), you (2S) and him/her/them or any references to a third person are the goals 3S→1S; 3S→2S; 3S→3' in declarative statement form *niwâpamik nitôtem, kiwâpamik kitôtem, wâpamik otôtema* and progressive form *ewâpamit nitôtem, ewâpamisk kitôtem,ewâpamikot otôtema*

(continued)

11. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC–1 attend to the form of the language

LC–1.4
grammatical elements

Cree Language and Culture 10T	Cree Language and Culture 20T	Cree Language and Culture 30T
• (VTA) simple sentences involving an object/goal for we (1P), us (2I), you (2P), they (3P) subject markers along with an action word involving an animate (NA) his/her (3S) object/goal in declarative form *niwâpamânân minôs, kiwâpamânaw minôs, kiwâpamâwâw minôs* and progressive form *ewâpamâyâhk minôs, ewâpamâyahk minôs, ewâpamâyek minôs ewâpamâcik minôsa* • indefinite actor form sentences that illustrate all/everyone partaking in an action and is used to capture events or activities in action only words (VAI) *mîcisonâniwiw/emîcisohk*		

(continued)

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC–1 attend to the form of the language

Cree Language and Culture 10T	Cree Language and Culture 20T	Cree Language and Culture 30T

Students will be able to:

b. use, in structured situations,[12] the following grammatical elements: .....

LC–1.4 grammatical elements

- (VTA) simple sentence involving an object/goal for I (1S), you (2S), him/her (3S) I→you (1S→2S) you→me (2S→1S) subject markers along with an action word involving an animate his/her object/goal in declarative form *niwâpamâw minôsa, kiwâpamâw minôs, wâpamew minôsa, kiwâpamitin, kiwâpamin* and progressive form *ewâpamat minôs ewâpamak minôsa, ewâpamât minôs, ewâpamitân, ewâpamiyan*
- past time passage/conditional marker
- (VII) weather verbs in the subjunctive mode: when for past tense *nikîkîwân kâkimowahk, kîkîwew kâkimowaniyik*; if is used for future tense *nikakîwân kîspin sâkasteki, kakîwew kîspin sâkasteyiki*
- past/future time passage/ conditional markers
- weather verbs in the past tense *nikîkîwân kâkimowahk, kîkîwew kâkimowaniyik*; if is used for future tense *nikakîwân kîspin sâkasteki, kakîwew kîspin sâkasteyiki*
- (VTA) simple sentence involving an object/goal for I, you, him/her subject markers along with an action word involving an animate his/her object/goal in declarative form *niwâpamâw minôs, kiwâpamâw minôs, wâpamew minôs, kiwâpamitin, kiwâpamin* and progressive form *ewâpamat minôs ewâpamak minôs, ewâpamât minôs, ewâpamitân, ewâpamiyan*
- reflexive marker (VAI) doing an action for oneself for action only for I, you, he/she, we, all of us, all of you, they using "*stamâso*" *atoskestamâso*
- (VAI→VTA) benefactive changing an action only word to an action word involving 3S object/goal by using the element *wîci-* and relational suffix *-m*. When these affixes are used the verb must be conjugated and placed in the action word involving a 3S object/goal (VTA) model *wîcinikamôm; wîtatoskem*
- doing an action for oneself a reflexive marker (VAI) for action only for I, you, he/she, we, all of us, all of you, they using "*sta-mâso*"
- (VAI→VTA) benefactive changing an action only word to an action word involving 3S object/goal by using the element *wîci-* and relational suffix *-m*. When these affixes are used the verb must be conjugated and placed in the action word involving a 3S object/goal (VTA) model *wîcinikamôm; wîtatoskem*
- someone doing an action for someone: for action only words the element *sta* and the suffix marker *maw* are added to the action word and this changes the meaning to an action word involving a 3S object/goal (VAI→VTA) (Benefactive) *nikamôstamaw; atoskestamaw*
- change in discourse: sentences that indicate who is doing a certain action or specify a particular noun with the help of demonstrative pronouns known as a relative clause *n'taw'miy ana nâpew kânikamot; petamawin anima masinahikan kâmihkwâk*

(continued)

12. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC–1 attend to the form of the language

LC–1.4
grammatical elements

Cree Language and Culture 10T

- descriptive words (VII) for inanimate (NI) objects
  apisâsin/ehapisâasik
  tehtapiwin
  apisâsinwa/ehapisâsiki
  tehtapiwin apisâsiniyiw/
  ehapisâsiniyik otehtapiwin
  apisâsiniyiwa/ehapisâsiniyiki
  otehtapiwina mâyispakwan
- reduplicative prefix emphasizes continuous action; marker replaces the use of particles always and forever
  ninânestosin; nitâhitohtân
  ôtenâhk; nitâhiteyihten

Cree Language and Culture 20T

- (VAI) (benefactive) someone doing an action for someone: for action only words the element *sta* and the suffix marker *maw* are added to the action word and this changes the meaning to an action word involving a 3S object/goal
  nikamôstamaw;
  atoskestamaw;
  ninikamôstamawâw/
  enikamôstamawak
  nitatoskestamawâw/
  ehatoskestamawak
- change in discourse: relative clause in object noun phrase
- sentences that indicate who is doing a certain action or specify a particular noun with the help of demonstrative pronouns known as a relative clause
  n'taw'miy ana nâpew
  kânikamot; petamawin
  anima masinahikan
  kâmihkwâk

Cree Language and Culture 30T

- simple sentences involving an object/goal for we (1P→3S), all of us (2I→3S), all of you (2P→3S), they (3P→3') subject markers along with an action word involving an animate (NA) his/her (3S) object/goal (VTA) in declarative and progressive form
- indefinite actor form
- sentences that illustrate all/everyone partaking in an action and is used to capture events or activities in action only words (VAI)
  mîcisonâniwiw/emîcisohk

(continued)

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC–1 attend to the form of the language

LC–1.4 grammatical elements

Cree Language and Culture 10T	Cree Language and Culture 20T	Cree Language and Culture 30T
Students will be able to:		
c. use, independently and consistently,[13] the following grammatical elements:		
• compounding a verb and noun together to form a new action word: *nipostayiwinisân; niteyistikwânân; niketasâkân* • dependent clause a subjunctive clause using when and if for I, you, him/her • change in discourse: using the tense marker *ka-* (future definite "will") in the progressive form of the verb changes the meaning from "will" to "to," creating a noun phrase *nimiyweyihten kanimîhitoyân; nimiyweyihten kakîhokawak; nimiyweyihten kamîciyân mîcimâpoy*	• descriptive words (VII) for inanimate objects *apisâsin/ehapisâasik tehtapiwin apisâsinwa/ ehapisâsiki tehtapiwin apisâsiniyiw/ehapisâsiniyik otehtapiwin apisâsiniyiwa/ ehapisâsiniyiki otehtapiwina* • emphasize continuous action by using reduplicative prefix marker; replaces the use of particles always and forever *ninânestosin; nitâhitohtân otenâhk; nitâhiteyihten*	• simple sentence involving an object/goal for I, you, him/her subject markers along with an action word involving an animate his/her object/goal in declarative form *niwâpamâw minôsa, kiwâpamâw minôs, wâpamew minôsa, kiwâpamitin, kiwâpamin* and progressive form *ewâpamat minôs ewâpamak minôs, ewâpamât minôs, ewâpamitân, ewâpamiyan* • past/future time passage/ conditional markers • weather verbs in the subjunctive mode: when for past tense *nikîkîwân kâkimowahk, kîkîwew kâkimowaniyik*; if is used for future tense *nikakîwân kîspin sâkasteki, kakîwew kîspin sâkasteyiki*

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' programming.

13. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC–2 interpret and produce oral texts

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
LC–2.1 listening	a. understand simple spoken words and phrases in guided situations	a. understand simple spoken sentences in guided situations	a. understand simple spoken sentences in guided situations	a. understand short, simple oral texts in guided situations
LC–2.2 speaking	a. produce simple spoken words and phrases in guided situations	a. produce simple spoken words and phrases in guided situations	a. produce simple spoken sentences in guided situations	a. produce simple spoken sentences in guided situations
LC–2.3 interactive fluency	a. engage in simple interactions, using isolated words	a. engage in simple interactions, using short, isolated phrases	a. engage in simple interactions, using simple sentences	a. engage in simple interactions, using simple sentences

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC–2 interpret and produce oral texts

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
LC–2.1 listening	a. understand a variety of short, simple oral texts in guided situations	a. understand short, simple oral texts in guided and unguided situations	a. understand a variety of short, simple oral texts in guided and unguided situations
LC–2.2 speaking	a. produce a series of simple spoken sentences in guided situations	a. produce short, simple oral texts in guided situations	a. produce a variety of short, simple oral texts in guided situations
LC–2.3 interactive fluency	a. engage in simple, structured interactions	a. engage in simple interactions, using simple sentences and/or phrases	a. engage in short, spontaneous exchanges, with pauses to formulate oral text and self-correct

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC–2 interpret and produce oral texts

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
LC–2.1 listening	a. understand short oral texts on familiar topics, in guided situations	a. understand short oral texts on unfamiliar topics, in guided situations	a. understand the main point and some supporting details of lengthy oral texts on familiar topics, in guided situations
LC–2.2 speaking	a. produce short oral texts in guided and unguided situations	a. produce a variety of short, simple oral texts in guided and unguided situations	a. produce short oral texts on unfamiliar topics, in guided situations
LC–2.3 interactive fluency	a. manage short interactions with ease, with pauses to formulate oral text and to self-correct	a. manage simple, routine interactions with ease, asking for repetition or clarification when necessary	a. manage simple, routine interactions with ease

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC–2 interpret and produce oral texts

	Cree Language and Culture 10T	Cree Language and Culture 20T	Cree Language and Culture 30T
	Students will be able to:		
LC–2.1 listening	a. understand the main point and some supporting details of lengthy oral texts on a variety of familiar topics, in guided situations	a. understand a variety of lengthy oral texts on familiar topics, in guided situations	a. understand a variety of lengthy oral texts on familiar topics, in guided and unguided situations
LC–2.2 speaking	a. produce lengthy oral texts on familiar topics, providing some details to support the main point, in guided situations	a. produce lengthy oral texts on a variety of familiar topics, providing some details to support the main point, in guided and unguided situations	a. produce a variety of lengthy oral texts on familiar topics, in guided situations
LC–2.3 interactive fluency	a. sustain lengthy interactions comprehensibly, with pauses to formulate oral text and to self-correct	a. converse, spontaneously, on unfamiliar and familiar topics, and participate in discussions	a. converse with ease in routine and nonroutine situations

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC–3 interpret and produce written and visual texts

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
LC–3.1 reading	a. understand simple written words and phrases in guided situations	a. understand simple written sentences in guided situations	a. understand a series of simple written sentences in guided situations	a. understand short simple written texts in guided situations
LC–3.2 writing	a. produce simple written words and phrases in guided situations	a. produce simple written words and phrases in guided situations	a. produce simple written words and phrases in guided situations	a. produce simple written sentences in guided situations
LC–3.3 viewing	a. derive meaning from visuals and other forms of nonverbal communication in guided situations	a. derive meaning from visuals and other forms of nonverbal communication in guided situations	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations
LC–3.4 representing	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC–3 interpret and produce written and visual texts

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
LC–3.1 reading	a. understand a variety of short, simple written texts in guided situations	a. understand short, simple written texts in guided and unguided situations	a. understand a variety of short, simple written texts in guided and unguided situations
LC–3.2 writing	a. produce simple written sentences in guided situations	a. produce short, simple written texts in guided situations	a. produce a variety of short, simple written texts in guided situations
LC–3.3 viewing	a. derive meaning from the visual elements of a variety of media, in guided situations	a. derive meaning from the visual elements of a variety of media, in guided and unguided situations	a. derive meaning from the visual elements of a variety of media, in guided and unguided situations
LC–3.4 representing	a. express meaning through the use of visual elements in a variety of media, in guided situations	a. express meaning through the use of visual elements in a variety of media, in guided and unguided situations	a. express meaning through the use of visual elements in a variety of media, in guided and unguided situations

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC–3 interpret and produce written and visual texts

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
LC–3.1 reading	a. understand short written texts on unfamiliar topics, in guided situations	a. understand short written texts on unfamiliar topics, in guided situations	a. understand the main point and some supporting details of lengthy written texts on familiar topics, in guided situations
LC–3.2 writing	a. produce short, simple written texts in guided and unguided situations	a. produce a variety of short, simple written texts in guided and unguided situations	a. produce short written texts on unfamiliar topics, in guided situations
LC–3.3 viewing	a. derive meaning from multiple visual elements in a variety of media, in guided situations	a. derive meaning from multiple visual elements in a variety of media, in guided and unguided situations	a. propose several interpretations of the visual elements of a variety of media, in guided situations
LC–3.4 representing	a. express meaning through the use of multiple visual elements in a variety of media, in guided situations	a. express meaning through the use of multiple visual elements in a variety of media, in guided and unguided situations	a. explore a variety of ways that meaning can be expressed through the visual elements of a variety of media, in guided situations

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC–3 interpret and produce written and visual texts

	Cree Language and Culture 10T	Cree Language and Culture 20T	Cree Language and Culture 30T
	Students will be able to:		
LC–3.1 reading	a. understand the main point and some supporting details of lengthy written texts on a variety of familiar topics, in guided situations	a. understand a variety of lengthy written texts on unfamiliar topics, in guided situations	a. understand a variety of lengthy written texts on familiar topics, in guided and unguided situations
LC–3.2 writing	a. produce lengthy written texts on familiar topics, providing some details to support the main point, in guided situations	a. produce a variety of lengthy written texts on familiar topics, in guided situations	a. produce lengthy written texts on a variety of familiar and unfamiliar topics, providing some details to support the main point, in guided and unguided situations
LC–3.3 viewing	a. identify the purposes, intended audiences, messages and points of view of a variety of visual media, in guided situations	a. identify some of the techniques and conventions used in a variety of visual media, in guided and unguided situations	a. examine a variety of visual media, in guided and unguided situations
LC–3.4 representing	a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of visual media, in guided situations	a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of visual media, in guided and unguided situations	a. explore a variety of techniques and conventions used to express meaning in visual media, in guided and unguided situations

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC–4 apply knowledge of the sociocultural context

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
LC–4.1 register	a. speak at a volume appropriate to classroom situations b. recognize and use some forms of address denoting respect	a. respond to tone of voice	a. distinguish between formal and informal situations	a. recognize that some topics, words or intonations are inappropriate in certain contexts
LC–4.2 expressions	a. imitate age-appropriate expressions	a. imitate age-appropriate expressions	a. understand and use some simple expressions as set phrases	a. understand and use a variety of simple expressions as set phrases
LC–4.3 variations in language	a. experience a variety of voices	a. experience a variety of voices	a. acknowledge individual differences in speech	a. accept individual differences in speech
LC–4.4 social conventions	a. imitate and use simple routine social interactions	a. use basic social expressions appropriate to the classroom	a. use basic politeness conventions	a. use appropriate oral forms of address for people frequently encountered
LC–4.5 nonverbal communication	a. imitate some common nonverbal behaviours	a. understand the meaning of and imitate some common nonverbal behaviours	a. experiment with using some simple nonverbal means of communication	a. recognize that some nonverbal behaviours may be inappropriate in certain contexts

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC–4 apply knowledge of the sociocultural context

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
LC–4.1 register	a. experiment with and use informal language in familiar contexts	a. use formal and informal language in familiar situations	a. identify socially appropriate language in specific situations
LC–4.2 expressions	a. use learned expressions in new contexts	a. use learned expressions to enhance communication	a. use learned idiomatic expressions correctly
LC–4.3 variations in language	a. experience a variety of accents and variations in speech	a. experience regional variations in language	a. recognize some common regional variations in language
LC–4.4 social conventions	a. recognize verbal behaviours that are considered impolite	a. recognize simple social conventions in informal conversations	a. recognize important social conventions in everyday interactions; e.g., shaking hands
LC–4.5 nonverbal communication	a. recognize appropriate nonverbal behaviours to use with people frequently encountered	a. use appropriate nonverbal behaviours in a variety of familiar contexts; e.g., eye contact	a. use appropriate nonverbal behaviours in a variety of familiar contexts

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC–4 apply knowledge of the sociocultural context

Students will be able to:

	Grade 7	Grade 8	Grade 9
LC–4.1 register	a. explore formal and informal uses of language in a variety of contexts	a. use suitable, simple formal language in a variety of contexts	a. explore differences in register between spoken and written texts
LC–4.2 expressions	a. use learned idiomatic expressions in a variety of contexts	a. examine the role of idiomatic expressions in culture	a. identify influences on idiomatic expressions
LC–4.3 variations in language	a. recognize other influences resulting in variations in language; e.g., age, gender, kinship	a. recognize other influences resulting in variations in language; e.g., occupation, level of education	a. recognize other influences resulting in variations in language; e.g., relationship with others involved in the interaction
LC–4.4 social conventions	a. interpret the use of social conventions encountered in oral and written texts	a. interpret and use important social conventions in interactions	a. interpret and use appropriate oral and written forms of address with a variety of audiences
LC–4.5 nonverbal communication	a. recognize nonverbal behaviours that are considered impolite	a. avoid nonverbal behaviours that are considered impolite	a. recognize various types of nonverbal communication

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC–4 apply knowledge of the sociocultural context

	Cree Language and Culture 10T	Cree Language and Culture 20T	Cree Language and Culture 30T
	Students will be able to:		
LC–4.1 register	a. identify differences in register between spoken and written texts	a. adjust language to suit audience and purpose	a. use the appropriate level of formality with a variety of people in a variety of contexts
LC–4.2 expressions	a. interpret unfamiliar idiomatic expressions in a variety of contexts	a. explore and interpret idiomatic expressions in popular, contemporary culture	a. explore and interpret unfamiliar idiomatic expressions, and use learned idiomatic expressions appropriately in a variety of situations
LC–4.3 variations in language	a. identify some common regional or other variations in language	a. experiment with some variations in language	a. adapt to some variations in language
LC–4.4 social conventions	a. use politeness conventions in a variety of contexts; e.g., use suitable language to engage listeners' attention when beginning to speak	a. use politeness conventions in a variety of contexts; e.g., interrupt politely in a conversation	a. explore and use a variety of social conventions in a variety of situations
LC–4.5 nonverbal communication	a. use nonverbal communication techniques in a variety of contexts	a. use nonverbal communication techniques appropriately in a variety of contexts	a. use a variety of nonverbal communication techniques appropriately in a variety of contexts

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC–5 apply knowledge of how the language is organized, structured and sequenced

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
LC–5.1 cohesion/ coherence	a. follow speech that uses simple link words	a. imitate speech that uses simple link words	a. sequence elements of a simple story, process or series of events	a. link words or groups of words in simple ways
LC–5.2 text forms[14]	a. experience a variety of oral text forms	a. recognize some simple oral text forms	a. recognize some simple oral text forms	a. recognize some simple oral and print text forms
LC–5.3 patterns of social interaction	a. respond using very simple social interaction patterns	a. respond using very simple social interaction patterns	a. initiate simple social interaction patterns	a. initiate interactions, and respond using simple social interaction patterns

14. For a sample list of text forms, see the end of this program of studies.

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC–5 apply knowledge of how the language is organized, structured and sequenced

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
LC–5.1 cohesion/ coherence	a. link several sentences coherently	a. recognize common conventions to structure texts	a. organize texts, using common patterns b. interpret simple references within texts
LC–5.2 text forms[15]	a. recognize a variety of oral and print text forms	a. use some simple text forms in their own productions	a. recognize a variety of text forms delivered through a variety of media
LC–5.3 patterns of social interaction	a. use simple conventions to open and close conversations and manage turn taking	a. initiate interactions, and respond using a variety of social interaction patterns	a. initiate interactions, and respond using a variety of social interaction patterns

15. For a sample list of text forms, see the end of this program of studies.

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC–5 apply knowledge of how the language is organized, structured and sequenced

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
LC–5.1 cohesion/ coherence	a. organize texts to indicate steps in a procedure or directions to follow	a. use a variety of conventions to structure texts b. interpret and use references within texts	a. interpret texts that use patterns or chronological sequencing
LC–5.2 text forms[16]	a. analyze and identify the organizational structure of a variety of text forms	a. use a variety of familiar text forms and media in their own productions	a. use a variety of familiar text forms and media in their own productions
LC–5.3 patterns of social interaction	a. initiate interactions, and respond using a variety of social interaction patterns	a. combine simple social interaction patterns to perform transactions and interactions	a. combine simple social interaction patterns to perform complex transactions and interactions

16. For a sample list of text forms, see the end of this program of studies.

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General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC–5 apply knowledge of how the language is organized, structured and sequenced

	Cree Language and Culture 10T	Cree Language and Culture 20T	Cree Language and Culture 30T
	Students will be able to:		
LC–5.1 cohesion/ coherence	a. use a variety of references within texts	a. use appropriate words and phrases to show a variety of relationships within texts	a. link a series of ideas
LC–5.2 text forms[17]	a. recognize a variety of extended text forms in a variety of media	a. analyze the way different media and purposes lead to differences in the way texts are organized and presented	a. use their knowledge of text forms to aid interpretation and enhance production of texts
LC–5.3 patterns of social interaction	a. combine simple social interaction patterns to perform complex transactions and interactions	a. use a wide range of simple social interaction patterns flexibly to deal with transactions and interactions	a. use a wide range of social interaction patterns to deal with routine and some nonroutine transactions and interactions

17. For a sample list of text forms, see the end of this program of studies.

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Community Membership

Mother Earth★

others

Students will live *wâwētinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Mâmawi Ohtâwîmâw* (the Creator★).

themselves

★ discretionary (see further details on p. 70)

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COMMUNITY MEMBERSHIP

The specific outcomes in the Community Membership section are intended to support many aspects of the students' Cree cultural development. These outcomes are grouped under three cluster headings—see the illustration on the preceding page. Each cluster is further broken down into five strands, which strive to build a specific knowledge, skill or value from Kindergarten to Grade 12. The five strands are as follows:

- relationships
- knowledge of past and present
- practices and products
- past and present perspectives
- diversity

The terms "Mother Earth" and "Creator" are identified as discretionary terms in this program of studies. Communities may choose to use these terms or to use other related terms acceptable to them in order to teach the outcomes in this section.

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General Outcome for Community Membership
Students will live *wâwētinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Mâmawi Ohtâwîmâw* (the Creator★).

CM–1 Mother Earth★

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
CM–1.1 relationships	a. experience and explore Mother Earth★	a. listen to stories about Mother Earth,★ and observe and experience Mother Earth★	a. participate in harmonious activities and experiences related to Mother Earth★	a. take care of Mother Earth★
CM–1.2 knowledge of past and present	a. participate in activities and experiences that convey knowledge of past and present Mother Earth★	a. participate in activities and experiences that convey knowledge of past and present Mother Earth★	a. participate in activities and experiences that convey knowledge of past and present Mother Earth★	a. explore a past/present Cree community
CM–1.3 practices and products	a. experience practices and products related to Mother Earth★	a. observe and experience practices and products related to Mother Earth★	a. participate in activities, experiences and practices related to Mother Earth★	a. explore the practices and products related to Mother Earth★ of a specific region or community
CM–1.4 past and present perspectives	a. listen to stories about Mother Earth★ from the past and present, and explore change	a. participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth★	a. participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth★	a. participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth★
CM–1.5 diversity	a. listen to stories about Mother Earth★ from diverse Cree origins	a. participate in activities and experiences that reflect diversity in perspectives related to Mother Earth★	a. participate in activities and experiences that reflect diversity in perspectives related to Mother Earth★	a. participate in activities and experiences that reflect diversity in perspectives related to Mother Earth★

★ discretionary (see further details on p. 70)

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General Outcome for Community Membership
Students will live *wâwētinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Mâmawi Ohtâwîmâw* (the Creator★).

CM–1 Mother Earth★

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
CM–1.1 relationships	a. identify concrete ways in which to show respect for Mother Earth★	a. participate in activities that show care and respect for Mother Earth★	a. demonstrate leadership in caring for and respecting Mother Earth★
CM–1.2 knowledge of past and present	a. explore past and present Cree regions in Alberta	a. explore past and present Cree regions in Canada	a. identify and describe basic, key facts about some Cree geographical regions or communities
CM–1.3 practices and products	a. identify and describe some practices and products related to Mother Earth★ of specific regions and communities	a. explore basic, key practices and products related to Mother Earth★	a. identify and describe basic, key practices and products related to Mother Earth★
CM–1.4 past and present perspectives	a. compare past and present Cree perspectives about Mother Earth★	a. explore past and present Cree values related to Mother Earth★	a. identify and examine traditional Cree perspectives and values related to Mother Earth★
CM–1.5 diversity	a. compare diverse Cree perspectives about Mother Earth★	a. explore diverse Cree values related to Mother Earth★	a. identify and examine diverse Cree perspectives and values related to Mother Earth★

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General Outcome for Community Membership
Students will live *wâwētinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Mâmawi Ohtâwîmâw* (the Creator★).

CM–1 Mother Earth★

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
CM–1.1 relationships	a. examine their own treatment of and attitudes toward Mother Earth★	a. examine their own and others' treatment and attitudes toward Mother Earth★	a. examine community and societal treatment of and attitudes toward Mother Earth★
CM–1.2 knowledge of past and present	a. explore and examine aspects of Mother Earth★	a. examine and identify changes that have occurred in their own community/land	a. examine and identify changes in other Cree communities
CM–1.3 practices and products	a. explore the significance of practices and products related to Mother Earth★	a. understand the meaning and significance of some practices and products related to Mother Earth★	a. understand the meaning and significance of a variety of practices and products related to Mother Earth★
CM–1.4 past and present perspectives	a. examine their own perspectives and views related to Mother Earth★	a. examine and compare perspectives and views related to Mother Earth★	a. explore a variety of perspectives related to the treatment of Mother Earth★
CM–1.5 diversity	a. examine diverse perspectives and views related to Mother Earth★	a. examine and compare diverse perspectives and views related to Mother Earth★	a. explore a variety of perspectives related to Mother Earth★

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General Outcome for Community Membership
Students will live *wâwētinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Mâmawi Ohtâwîmâw* (the Creator★).

CM–1 Mother Earth★

	Cree Language and Culture 10T	Cree Language and Culture 20T	Cree Language and Culture 30T
	Students will be able to:		
CM–1.1 relationships	a. explore and identify ways in which to live in harmony with Mother Earth★	a. reflect on personal beliefs, attitudes, understandings and practices related to Mother Earth★	a. understand, respect and value Mother Earth★
CM–1.2 knowledge of past and present	a. explore and examine the impact of traditional treatment of Mother Earth★ on their own contemporary community	a. reflect on past traditional treatment of Mother Earth★	a. respect and understand how knowledge of past and present interaction with Mother Earth★ affects Canada
CM–1.3 practices and products	a. identify, describe and practise protocols related to Mother Earth★	a. understand and value the meaning of protocols related to Mother Earth★	a. understand, value and respect Cree practices and products related to Mother Earth★
CM–1.4 past and present perspectives	a. examine a variety of perspectives related to the treatment of Mother Earth,★ and examine the impacts of these perspectives	a. identify and celebrate positive perspectives related to Mother Earth★	a. respect traditional and contemporary views and perspectives of Mother Earth★
CM–1.5 diversity	a. accept others' diverse viewpoints related to Mother Earth★	a. value and respect others' diverse viewpoints related to Mother Earth★	a. accept, value and respect others' diverse viewpoints related to Mother Earth★

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General Outcome for Community Membership
Students will live *wâwētinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Mâmawi Ohtâwîmâw* (the Creator★).

CM–2 others

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
CM–2.1 relationships	a. share with others, and recognize that others are a part of their own living world/kinship system	a. listen respectfully to others; e.g., storytelling, counsel, sharing circle	a. contribute to and cooperate in activities with others, and practise friendliness	a. practise consideration and helpfulness toward others
CM–2.2 knowledge of past and present	a. participate in activities and experiences that convey knowledge of historical and contemporary Cree culture; e.g., storytelling, celebrations	a. participate in activities and experiences that convey knowledge of historical and contemporary Cree culture; e.g., storytelling, celebrations	a. explore a past and present Cree community; e.g., their people, practices, products, beliefs	a. explore a past and present Cree community; e.g., their people, practices, products, beliefs
CM–2.3 practices and products	a. observe and participate in a group in Cree cultural experiences, practices and activities	a. observe and participate in a group in Cree cultural experiences, practices and activities	a. observe, understand and participate in family and/or school Cree cultural experiences, practices and activities	a. explore Cree community cultural practices and products
CM–2.4 past and present perspectives	a. listen to stories from the past and present, and explore change	a. listen to stories from the past and present, and explore change	a. observe and participate in activities, experiences and product development that reflect the past and present; and explore change	a. describe similarities and differences between past and present Cree community experiences, practices, products, perspectives and values; and examine change
CM–2.5 diversity	a. observe and explore the unique qualities of others	a. observe and explore the unique qualities of others	a. identify the unique qualities of others; e.g., family	a. identify and celebrate the unique qualities of others; i.e., meeting the needs of the community by voluntarily fulfilling the roles

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General Outcome for Community Membership
Students will live *wâwētinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Mâmawi Ohtâwîmâw* (the Creator★).

CM–2 others

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
CM–2.1 relationships	a. respect others (e.g., property, thoughts), and practise humility	a. form positive relationships with others; e.g., peers, family, Elders	a. form meaningful/special relationships with others; e.g., girl–aunt relationships, joking relationships, same name
CM–2.2 knowledge of past and present	a. explore past and present Cree people, practices, products and beliefs in Alberta; e.g., tribes, individuals	a. explore past and present Cree people, practices, products and beliefs in Canada	a. explore key Cree historical and contemporary events, figures and developments; e.g., treaties, Big Bear
CM–2.3 practices and products	a. explore tribal or regional Cree cultural practices and products	a. explore cultural practices and products of Cree peoples in Canada	a. identify and describe key Cree cultural practices and products
CM–2.4 past and present perspectives	a. examine past and present perspectives and values, and examine change	a. examine past and present perspectives and values, and examine change	a. identify and explore past and present perspectives and values, and celebrate change
CM–2.5 diversity	a. explore characteristics of different Cree-speaking peoples in Canada	a. compare characteristics of Cree-speaking peoples in Canada	a. explore Cree-speaking cultural groups as part of larger Aboriginal communities

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General Outcome for Community Membership
Students will live *wâwētinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Mâmawi Ohtâwîmâw* (the Creator★).

CM–2 others

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
CM–2.1 relationships	a. form and maintain authentic, respectful relationships with others; i.e., opposite sex	a. accept and value differences in group and individual settings, and appreciate the skills and talents of others	a. participate in creating consensus while working with others, and encourage and help others
CM–2.2 knowledge of past and present	a. explore key Cree historical and contemporary events, figures and developments; e.g., residential schools, Elijah Harper, Louis Riel	a. identify key Cree historical and contemporary events, figures and developments; e.g., local government, reserve system and leadership styles	a. identify key Cree historical and contemporary events, figures and developments; e.g., government styles
CM–2.3 practices and products	a. explore the significance of Cree cultural practices and products	a. understand the meaning and significance of some Cree cultural practices and products	a. understand the meaning and significance of a variety of Cree cultural practices and products
CM–2.4 past and present perspectives	a. explore and identify basic, key Cree perspectives and values	a. examine basic, key Cree perspectives and values	a. explore traditional and contemporary Cree perspectives and values
CM–2.5 diversity	a. appreciate and respect similarities and differences in others	a. identify and discuss similarities and differences in others, and examine stereotyping	a. examine and discuss similarities and differences, and examine stereotyping

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General Outcome for Community Membership
Students will live *wâwētinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Mâmawi Ohtâwîmâw* (the Creator★).

CM–2 others

	Cree Language and Culture 10T	Cree Language and Culture 20T	Cree Language and Culture 30T
	Students will be able to:		
CM–2.1 relationships	a. participate in following protocols relating to interaction in the community; i.e., requesting information from others	a. show leadership and mutual support	a. form positive and respectful relationships with a variety of other people
CM–2.2 knowledge of past and present	a. explore the impact of historical and contemporary Cree events, figures and developments on the immediate community; e.g., *Indian Act*	a. identify the impact of historical and contemporary Cree events, figures and developments on the immediate community; e.g., residential schools	a. explore how historical experiences of the Cree culture have shaped the contemporary Cree culture
CM–2.3 practices and products	a. reflect on the meaning and significance of a variety of Cree cultural practices and products to Cree peoples	a. examine the meaning and significance of a variety of Cree cultural practices and products to Cree peoples	a. respect and value the meaning and significance of a variety of Cree cultural practices and products to Cree peoples
CM–2.4 past and present perspectives	a. describe and understand traditional and contemporary Cree perspectives and values	a. recognize and appreciate traditional values and perspectives, and understand that Cree culture has evolved	a. respect and value traditional culture in contemporary society
CM–2.5 diversity	a. accept others' diverse viewpoints and practices	a. value and respect others' diverse viewpoints, practices and characteristics	a. accept, value and respect others' diverse viewpoints; and celebrate diversity of Cree-speaking peoples

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General Outcome for Community Membership
Students will live *wâwētinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Mâmawi Ohtâwîmâw* (the Creator★).

CM–3 themselves

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
CM–3.1 relationships	a. represent themselves and their family, recognizing that they are part of the living world	a. tell and draw about themselves and their family, appreciate their own uniqueness, and understand and accept their own importance as people	a. express their own concept of themselves, and extend that understanding to include new ideas and perspectives; e.g., home and school	a. express their own concept of themselves, and understand their own strengths and abilities
CM–3.2 knowledge of past and present	a. share about themselves and their family (traditions, nicknames, practices)	a. explore kinship	a. explore kinship and community	a. explore and examine family/community traditions and practices
CM–3.3 practices and products	a. observe and participate in Cree cultural experiences, practices and activities	a. observe and participate in Cree cultural experiences, practices and activities	a. observe and participate in Cree cultural experiences, practices and activities	a. observe and participate in Cree cultural experiences, practices and activities
CM–3.4 past and present perspectives	a. explore their own change, and listen to others' views and stories	a. express their own understanding of themselves and their family	a. express their own understanding of themselves, their family and their community; and explore others' perceptions	a. understand their own strengths and weaknesses
CM–3.5 diversity	a. explore and celebrate their own uniqueness; e.g., themselves, their family	a. observe, celebrate and recognize their own uniqueness; e.g., physical characteristics, kinship	a. identify and celebrate unique characteristics of family and community	a. identify and celebrate unique strengths and abilities

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General Outcome for Community Membership
Students will live *wâwētinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Mâmawi Ohtâwîmâw* (the Creator★).

CM–3 themselves

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
CM–3.1 relationships	a. explore various sources of information for development of their own self-concept, and learn and understand the importance of respect for themselves	a. identify influences on the development of their own self-concept and self-identity	a. reflect on various facets of self-identity
CM–3.2 knowledge of past and present	a. explore their family/community background—tribal affiliation/heritage, kinship	a. explore Cree peoples in Canada	a. explore Cree peoples in Canada
CM–3.3 practices and products	a. explore Cree cultural experiences, practices and products	a. explore Cree cultural experiences, practices and products	a. explore and identify Cree cultural experiences, practices and products
CM–3.4 past and present perspectives	a. explore others' perceptions of them	a. recognize that individuals change and that the way they see themselves changes	a. recognize the effects of positive and negative treatment on themselves; i.e., stereotyping
CM–3.5 diversity	a. explore, identify and celebrate the unique characteristics of their own family and community	a. explore, identify and celebrate the unique characteristics of Cree peoples in Canada	a. explore and celebrate their own unique cultural heritage

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General Outcome for Community Membership
Students will live *wâwētinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Mâmawi Ohtâwîmâw* (the Creator★).

CM–3 themselves

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
CM–3.1 relationships	a. understand self-concept and the factors that may affect it, and understand the importance of developing a positive self-concept and self-identity	a. examine their own identity and reflect on its possible effect on personal relationships and choices	a. understand self-concept and its relationship to overall development, achievement and decisions for the future
CM–3.2 knowledge of past and present	a. examine their own cultural heritage	a. examine and identify changes that have occurred in their own specific culture	a. reflect on how knowledge of their own cultural heritage helps them to understand themselves better
CM–3.3 practices and products	a. explore the significance, to themselves, of Cree cultural practices and products	a. understand the meaning and significance of some Cree cultural practices and products	a. understand the meaning and significance of a variety of Cree cultural practices and products
CM–3.4 past and present perspectives	a. explore changing perspectives of themselves (i.e., cultural, language, family, roles), and examine stereotyping	a. examine changing perspectives of themselves (i.e., peer groups, social environments), and examine stereotyping	a. explore the significance, to themselves, of the Cree culture
CM–3.5 diversity	a. examine and celebrate their own unique cultural heritage	a. examine and celebrate changes in their own perspectives about Cree culture	a. identify and celebrate knowledge of their own cultural heritage

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General Outcome for Community Membership
Students will live *wâwētinahk* (peacefully) with Mother Earth,★ others and themselves, guided by *Mâmawi Ohtâwîmâw* (the Creator★).

CM–3 themselves

	Cree Language and Culture 10T	Cree Language and Culture 20T	Cree Language and Culture 30T
	Students will be able to:		
CM–3.1 relationships	a. understand that self-identity and self-concept change	a. understand that self-identity and self-concept can change over time, in various contexts and for various reasons	a. understand, accept and celebrate their own uniqueness and identity, their desire to live a balanced lifestyle and their spirituality
CM–3.2 knowledge of past and present	a. apply their own cultural knowledge to learn more about themselves	a. express understanding of themselves through their own cultural knowledge of the past and present	a. value and respect their own cultural heritage
CM–3.3 practices and products	a. reflect on the personal meaning and significance of a variety of Cree cultural practices and products	a. examine the personal meaning and significance of a variety of Cree cultural practices and products	a. respect and value the personal meaning and significance of a variety of Cree cultural practices and products
CM–3.4 past and present perspectives	a. examine the personal significance of various aspects of Cree culture	a. identify with the Cree culture	a. recognize and engage in activities that will promote their own lifelong Cree cultural development
CM–3.5 diversity	a. examine and celebrate the significance of Cree culture	a. identify and celebrate their own unique understanding of their cultural heritage	a. celebrate their own uniqueness as Cree-speaking people

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Strategies

language learning

language use

Students will know and use various strategies to maximize the effectiveness of learning and communication.

cultural learning

general learning

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STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broad sense, cultural learning, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under four cluster headings—see the illustration on the preceding page. For the Strategies component, the strands mirror the cluster headings. Each cluster heading or strand deals with a specific category of strategy. Language learning, cultural learning and general learning strategies can be further categorized as cognitive, metacognitive and social/affective. The language use strategies can be further categorized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular level. Consequently, the specific outcomes make only general references to strategies within each category. Specific strategies for each category are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of the Cree language and English
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Cree or in English
- find information, using reference materials like dictionaries, textbooks and grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers, CD-ROMs
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember

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- use induction to generate rules governing language use
- seek opportunities in and outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

Metacognitive
- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning checklist
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective
- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive
- use English to get meaning across
- use a literal translation of a phrase in English
- use an English word but pronounce it as in Cree
- acknowledge being spoken to with appropriate expression
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing at objects, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally
- ask for clarification or repetition when something is not understood
- use the other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., blank look
- start again, using a different tactic, when communication breaks down
- invite others into the discussion
- ask for confirmation that a form used is correct

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- use a range of fillers, hesitation devices and gambits to sustain conversations
- use circumlocution to compensate for lack of vocabulary

Interpretive
- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what is expected to be heard or read, based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive
- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts
- use knowledge of sentence patterns to form new sentences
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

Cultural Learning Strategies

Cognitive
- observe and listen attentively
- actively participate in culturally relevant activities, such as storytelling, ceremonies, berry picking, feasts, fish scale art and sewing
- imitate cultural behaviours
- memorize specific protocols, such as prayers, songs and stories
- seek out information by asking others, such as parents, teachers and Elders
- repeat or practise saying or doing cultural practices or traditions, such as prayers, songs, words and actions
- make/create cultural learning logs
- experiment with and practise various cultural practices and elements
- use mental images to remember new cultural information, such as Teepee Teachings
- group together sets of things with similar characteristics; e.g., cultural practices, objects
- identify similarities and differences between aspects of Cree culture and other cultures
- look for patterns and relationships
- use previously acquired knowledge to facilitate cultural learning
- associate new cultural learnings with previous knowledge
- use available technological aids to support cultural learning; e.g., computers, videos/DVDs, CD–ROMs
- use mind maps, webs or diagrams
- place new cultural learning in a context to make it easier to remember

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- use induction to generate rules governing cultural elements, such as values, traditions, beliefs, practices and relationships
- seek out opportunities in and outside of class to practise, observe and participate in cultural activities/elements
- perceive and note down unknown cultural elements and practices

Metacognitive
- make choices about how you learn
- rehearse or role-play a cultural experience
- decide in advance to attend to the cultural learning task
- reflect on cultural learning tasks
- think in advance about how to approach a cultural learning task
- reflect on own learning or inquiries
- decide in advance to attend to specific aspects of a cultural event
- listen for or observe key cultural elements
- evaluate own performance or comprehension at the end of a cultural task or activity
- keep a cultural learning/teachings checklist
- experience various methods of learning about culture, and identify one or more considered to be particularly useful personally; e.g., by doing it, observing it, reading about it
- be aware of the potential of learning through direct exposure to the culture
- know how strategies may enable coping with new cultural experiences containing unknown elements
- identify obstacles that might hinder successful participation in cultural experiences, and see ways to overcome these obstacles
- monitor own cultural behaviours and practices
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and processes accordingly

Social/Affective
- initiate and maintain participation in the culture
- participate in shared cultural experiences
- seek the assistance of a friend, teacher, Elder or parent to understand cultural elements
- participate several times in favourite cultural experiences and activities to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of learning about culture
- experiment with various cultural behaviours and practices, noting acceptance/support or nonacceptance/lack of support by members of the culture
- participate actively in the traditions of the culture; i.e., storytelling, sharing circle
- be willing to take risks and try new/unfamiliar things
- apply new cultural learnings as soon as possible after learning/observing them
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work cooperatively with others, and get feedback on own work
- provide personal motivation by arranging own rewards when successful

General Learning Strategies

Cognitive
- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make

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information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive
- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective
- watch others' actions and copy them (the actions of Aboriginal students, maybe, more than others)
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes (consensus)
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise and ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

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General Outcome for Strategies
Students will know and use various strategies to maximize the effectiveness of learning and communication.

S–1 language learning

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will be able to:			
S–1.1 language learning	a. use simple strategies, with guidance, to enhance language learning	a. use simple strategies, with guidance, to enhance language learning	a. use a variety of simple strategies, with guidance, to enhance language learning	a. use a variety of simple strategies, with guidance, to enhance language learning

S–2 language use

	Students will be able to:			
S–2.1 language use	a. use simple strategies, with guidance, to enhance language use	a. use simple strategies, with guidance, to enhance language use	a. use a variety of simple strategies, with guidance, to enhance language use	a. use a variety of simple strategies, with guidance, to enhance language use

S–3 cultural learning

	Students will be able to:			
S–3.1 cultural learning	a. use simple strategies, with guidance, to enhance cultural learning	a. use simple strategies, with guidance, to enhance cultural learning	a. use a variety of simple strategies, with guidance, to enhance cultural learning	a. use a variety of simple strategies, with guidance, to enhance cultural learning

S–4 general learning

	Students will be able to:			
S–4.1 general learning	a. use simple strategies, with guidance, to enhance general learning	a. use simple strategies, with guidance, to enhance general learning	a. use a variety of simple strategies, with guidance, to enhance general learning	a. use a variety of simple strategies, with guidance, to enhance general learning

Examples of language learning, language use, cultural learning and general learning strategies are available on pages 84 to 88.

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General Outcome for Strategies
Students will know and use various strategies to maximize the effectiveness of learning and communication.

S–1 language learning

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
S–1.1 language learning	a. identify and use a variety of strategies to enhance language learning	a. identify and use a variety of strategies to enhance language learning	a. identify and use a variety of strategies to enhance language learning

S–2 language use

	Students will be able to:		
S–2.1 language use	a. identify and use a variety of strategies to enhance language use	a. identify and use a variety of strategies to enhance language use	a. identify and use a variety of strategies to enhance language use

S–3 cultural learning

	Students will be able to:		
S–3.1 cultural learning	a. identify and use a variety of strategies to enhance cultural learning	a. identify and use a variety of strategies to enhance cultural learning	a. identify and use a variety of strategies to enhance cultural learning

S–4 general learning

	Students will be able to:		
S–4.1 general learning	a. identify and use a variety of strategies to enhance general learning	a. identify and use a variety of strategies to enhance general learning	a. identify and use a variety of strategies to enhance general learning

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General Outcome for Strategies
Students will know and use various strategies to maximize the effectiveness of learning and communication.

S–1 language learning

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
S–1.1 language learning	a. select and use a variety of strategies to enhance language learning	a. select and use a variety of strategies to enhance language learning	a. select and use appropriate strategies to enhance language learning in a variety of situations

S–2 language use

	Students will be able to:		
S–2.1 language use	a. select and use a variety of strategies to enhance language use	a. select and use a variety of strategies to enhance language use	a. select and use appropriate strategies to enhance language use in a variety of situations

S–3 cultural learning

	Students will be able to:		
S–3.1 cultural learning	a. select and use a variety of strategies to enhance cultural learning	a. select and use a variety of strategies to enhance cultural learning	a. select and use appropriate strategies to enhance cultural learning in a variety of situations

S–4 general learning

	Students will be able to:		
S–4.1 general learning	a. select and use a variety of strategies to enhance general learning	a. select and use a variety of strategies to enhance general learning	a. select and use appropriate strategies to enhance general learning in a variety of situations

Examples of language learning, language use, cultural learning and general learning strategies are available on pages 84 to 88.

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General Outcome for Strategies
Students will know and use various strategies to maximize the effectiveness of learning and communication.

S–1 language learning

	Cree Language and Culture 10T	Cree Language and Culture 20T	Cree Language and Culture 30T
	Students will be able to:		
S–1.1 language learning	a. select and use appropriate strategies to enhance language learning in a variety of situations	a. use appropriate strategies effectively to enhance language learning in a variety of situations	a. use appropriate strategies effectively to enhance language learning in a variety of contexts

S–2 language use

	Students will be able to:		
S–2.1 language use	a. select and use appropriate strategies to enhance language use in a variety of situations	a. use appropriate strategies effectively to enhance language use in a variety of situations	a. use appropriate strategies effectively to enhance language use in a variety of contexts

S–3 cultural learning

	Students will be able to:		
S–3.1 cultural learning	a. select and use appropriate strategies to enhance cultural learning in a variety of situations	a. use appropriate strategies effectively to enhance cultural learning in a variety of situations	a. use appropriate strategies effectively to enhance cultural learning in a variety of contexts

S–4 general learning

	Students will be able to:		
S–4.1 general learning	a. select and use appropriate strategies to enhance general learning in a variety of situations	a. use appropriate strategies effectively to enhance general learning in a variety of situations	a. use appropriate strategies effectively to enhance general learning in a variety of contexts

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SAMPLE LIST OF TEXT FORMS

The following list is not intended to be prescriptive but is provided to suggest possibilities for expanding students' experience with different text forms.

Print Texts

- Adventures
- Advertisements
- Biographies and autobiographies
- Brochures, pamphlets and leaflets
- Cartoons
- Catalogues
- Charts, diagrams, graphs
- Compositions
- Dictionary and grammar items
- Encyclopedia entries
- Fables
- Folk tales and legends
- Forms
- Graffiti
- Historical fiction
- Humour
- Information texts
- Instructions and other "how to" texts
- Invitations
- Journals, diaries and logs
- Labels and packaging
- Letters—business and personal
- Lists, notes, personal messages
- Maps
- Menus
- Mysteries
- Myths
- Newspaper and magazine articles
- Nonfiction chapter books
- Picture books
- Plays
- Poetry
- Programs
- Questionnaires
- Readers' theatre
- Recipes
- Reports and manuals
- Rhymes
- Riddles
- Short stories and novels
- Signs, notices, announcements
- Stories

Oral Texts

- Advertisements
- Announcements
- Ceremonies—religious, secular and traditional/spiritual
- Debates
- Fables
- Folk tales and legends
- Formal and informal conversations
- Guest speakers
- Humour
- Interviews
- Lectures
- Messages
- Mysteries
- Myths
- News reports
- Oral stories and histories
- Plays and other performances
- Repetition
- Reports and presentations
- Rhymes
- Rhythms
- Riddles
- Role-play
- Songs and hymns
- Telephone conversations
- Wordplay

Visual Texts

- Drawings
- Illustrations
- Photographs
- Pictures
- Prints

(continued)

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(continued)

Multimedia Texts

- Charts, diagrams, graphs
- Comic strips
- Computer and board games
- Dance
- Information texts
- Movies and films
- Murals
- News reports
- Puppet plays
- Slide/tape/CD and video/DVD presentations
- Symbols
- Television programs
- Web sites

Note: All written aspects in Cree language assignments are contrived in the sense that all traditional text was oral. However, written text assignments are for the enhancement of the program, add interest, and use a variety of text forms.

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